SEN Information Report

October 2026

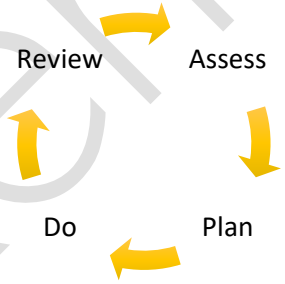
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Dedicated SEN time: Senior Leader, none class based
Local Offer Contribution:

https://liverpool.gov.uk/children-and-families/special-educational-needs-and-disabilities/send-local-offer/

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 or young people 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 point to discuss aspirations with ALL our learners. 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:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: The teacher, SENCO and other staff working with your child take time to understand your child's strengths and needs. The SENDCO gathers views from: class teacher, parents and other professionals (where appropriate)

This helps us build a full picture of how best to help. At this stage we may advise adding your child to SEN Register. In this instance you as parents/ carers will be asked for consent and your child's primary need shared with you.

Plan: If you child is placed on the SEN Register their class teacher will create for them, an Individual Support Plan (ISP). Clear targets are set using the SMART approach (Specific, Measurable,

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Achievable, Relevant, Timely). The right support, strategies and provisions are planned and recorded. You are fully involved in agreeing and accepting this plan. This may be the point at which a referral is made to an external support service or agency.

Do: The child's plan is implemented, as agreed with parents. The class teacher still remains primarily responsible for your child's learning. Additional provision may be put in place for your child such as adapted quality first teaching in the classroom, some smaller group interventions, 1:1 interventions or additional visual or sensory opportunities throughout the day. Any of our staff who work directly with your child will be aware of and understand their plan.

Review: ISP's are review regularly to see what's working. More formal reviews and updates to your child's plan are completed termly and shared with you during parents' evenings. We look at your child's progress and talk about what changes (if any) are needed. You and your child are invited to comment on the plan.

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
    - WellCom
    - High quality interactions
    - Oracy focused curriculum
    - Visual Timetable
    - Processing Time and chunking
    - Social story and comic strip conversations
    - Vocabulary pre-teach
    - Work with Community Speech and Language Team

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2. Cognition and learning
    - Dyslexic friendly classrooms
    - Precision teach intervention
    - Toe by Toe intervention
    - Plus 1 intervention
    - Beat Dyslexia
    - Small group support in Maths and English
    - Reading fluency groups
    - 1:1 read, write, inc tuition
    - Targetted questioning, scaffolding, adaptive teaching resources
    - Overlays
3. Social, emotional and mental health
    - Check-ins with pastoral support team
    - Daily class check-ins with every child using zones of regulation
    - Emotional Regulation Intervention Group
    - Thrive Practitioners
    - Beautiful New Beginnings
    - External referrals including MHST, CAMHS, YPAS, BIT (Behaviour intervention team) and other external services
    - Nurture and wellbeing spaces
4. Sensory and/or physical needs
    - Writing slopes
    - Sensory spaces around school
    - Sensory circuits
    - Sensory resources in class: Wobble cushions, sensory toys, pencil grips
    - Adaptive seating

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- Access to OT through referrals
- Fine motor intervention and provision
- Write from the start intervention
- Calm spaces
- Ear defenders
- Chewellery
- Visual Timetables
- Environmental adjustments
- Accessible environment (lift)

(Reference: SEN Policy *October 2026)*
As of October 2026, we have *90* number of children or young people receiving some form of SEN Support.
We have internal processes for monitoring quality of provision and assessment of need such as learning walks, pupil progress meetings, vulnerability meetings, analysis of data and collaborative approach between key staff (SENCO, Assessment lead and class teachers). Clear process for highlighting areas of concern such as Early Identification of Need form.
Co-producing with children, young people and their parents

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

Action/Event	Who's involved	Frequency
ISP meetings	**Parents, teacher, children**	**Termly**
EHCP meetings	**Parents, SENCO, children**	**Annual**
SENCO meetings	**Parent and SENCO**	**Regular as and when requested**
SENCO email communication	**SLT, Parents, external professionals**	**Monitored daily**
Parent Workshops	**Parents and external professionals, SENCO**	**Regularly**
External involvement	**Parent voice, pupil voice, staff voice**	**Ongoing with different external servies**

Staff development and Qualifications

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

Initials of person	Area of expertise	Level of Qualification *(i.e. Masters, NVQ, Degree, HLTA)*
PH	**SEND**	**NASENCO**
KM	**SEND**	**NPQ SEND**
VB	**SEND**	**SEND advocate trained**
NG	**Positive Handling**	**Alan Benn training**
CT	**Speech and Language**	**WellCom trained**

This year, we have put in additional training into whole school Thrive training, trauma and attachment training, dyslexia friendly classrooms, quality first teaching, school graduated approach, behavior intervention,

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social and communication interventions (social stories, comic strip intervention), Sensory processing training. Our SENCO attends the School Improvement SEN Briefing.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age.
At Mosspits we use a team approach for supporting children with need. Teaching Assistants are timetabled to deliver provision. Where appropriate, this is provision across a key stage or a phase.
We have a pastoral teaching assistant who is not assigned to a class who works individually and on a group basis with children with SEMH concerns.
At Mosspits we believe in a sense of belonging for children and so where possible we aim to meet the needs of the children within the classroom environment through TA support. However, we recognize that there are occasions where interventions are better delivered outside of the classroom by support staff.
At Mosspits we understand that the planning of provision is the responsibility of the Class teacher and the class teacher is also involved in the delivery of this provision. And responsibility of facilitating this provision is not solely down to teaching assistants – it is a collaborative approach to meeting the needs of the children.

How is SEND provision resourced?

The school uses its available resources to support pupils with special educational needs and disabilities. The Headteacher, SENCO and Governing Body work together to ensure resources are allocated appropriately to meet pupils' identified needs.

External Agencies

A full list of our external partners who we work with can be found in our contribution to the Local Offer.
Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.
We believe this has benefited our children/young people and their families in the following ways:

- *Expert advice and recommendations*
- *Delivery of CPD to whole staff and on an individual level*
- *1:1 delivery of targeted programmes*
- *Diagnosis of need*
- *Accurate assessments of child's cognitive need to allow teachers to plan for next steps*
- *Improvement of environment and resources*

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.
We work with local nurseries to ensure a comprehensive transition of children with SEND for children joining our schools. This includes analysis of current documentation, transfer of information and meetings between SENCOS and SENCO visits.

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Complaints

How are complaints about SEND provision handled?

We aim to work closely with parents and carers to ensure that children with special educational needs and disabilities receive the support they need.

If parents or carers have concerns about SEND provision, they should initially discuss these with their child's class teacher or the school SENCO.

If concerns remain unresolved, parents and carers can follow the school's Complaints Policy, which is available on the school website.

Further development

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

- Learning walks which involve case sampling (focus on particular children with SEN need or EHCPs to observe their provision and learning)
- Monitoring of SEND work in books
- Analysis of SEND pupil voice
- Analysis of SEND data including achievement data, attendance data and recorded incidents on CPOMS
- Parent voice from SEND children

The outcomes of these will inform our next steps in developing SEND provision at Mosspits

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy
- Behaviour Policy
- Assessment and Feedback Policy
- Homework Policy
- Equality Policy

Legislative Acts taken into account when compiling this report include:

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

Date presented to/approved by Governing Body: October 2026

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