



The Sylvester Primary Academy

SEND Information Report 2025/26

This document outlines SEND information required as stated in the SEND Code of Practice.

Our Approach to SEND.

Everyone at Sylvester is encouraged to Dream, Believe and Achieve. All children, regardless of their needs and differences are fully included and celebrated at our friendly school.

At Sylvester we see difference as an asset. Including those with a range of different strengths and needs is a core part of our educational vision. Each child's individual learning style should be respected and reflected in our school environment, which promotes teaching practices that empower all pupils to thrive.

We involve external experts whenever necessary to improve our offer and ensure that children's needs are identified and met as quickly as possible. We similarly ensure that staff have the relevant training and support to ensure that best practice is used regarding SEND. Every child should be given an appropriate level of support but at the same time be encouraged to become independent learners.

Our purpose is to develop children's individual talents and abilities to their full potential by providing a happy, safe and inclusive school environment. We have high expectations for all children and strive to enable them to achieve their full potential. We ensure good communication with parents and promote working together to achieve the best possible outcomes

At Sylvester Primary Academy we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements and talents irrespective of individual differences. Together we take pride in making a positive contribution to our school and the wider community.

Our provision for SEND learners includes high quality first teaching with curriculum adaptations in place. Class teachers are responsible for enabling all children to make progress and fulfil their potential. To achieve this, we ensure that appropriate adaptations are made to the curriculum and the learning environment. When necessary, additional adult support is utilised in the classroom and for individuals. We have high expectations about quality first teaching and the application of a personalised approach to teaching and learning. Personalised provision is also provided through intervention programmes, multi sensory teaching methods, adapted resources, small group work, one to one support and access arrangements for tests and examinations. We also implement strategies, advice and support from external services such as Speech and Language, Occupational Therapy, Educational Psychologist etc

We identify children who are struggling or need to be challenged and adjust our lessons accordingly. We use the graduated approach of assess, plan, do and review to provide for all children's individual needs. We have internal processes for monitoring quality of provision and assessment of need.

All teachers follow the same approach for supporting the children with SEND.

Assess: We have a rigorous assessment procedure to assess and track all children's progress. If after trying various approaches and strategies, a child's progress is causing concern, the teacher will discuss this at a pupil progress meeting and speak to the SENDCo. A parent/carer or any other adult working with a child in school can raise a concern. In the first instance, the class teacher will talk to the SENDCo, and collate evidence and relevant information. Following intervention, assessment and consultation with the child (if appropriate), parents and staff, the SENDCo may decide to record the child on the SEND register with the agreement of parents. The school may request support from outside specialists if necessary.

Plan: Following rigorous assessment; parents, staff, the child (if appropriate) and possibly outreach services will contribute to a decision about how to help the child make progress. The class teacher will record and then implement this course of action and a Personal Provision Plan or Play Plan will be put into place. This might include adapted work in class, participation in an intervention, some individual/small group work with a teacher or TA, differentiated resources, adaptations to the learning environment or teaching styles, or a combination of these.

Do: Class teachers are responsible for ensuring that the planned lessons, activities and/or intervention are carried out. Class teachers ensure that all pupils receive quality first teaching and small group support from themselves within lessons. There may be times when targeted support is provided by other members of staff such as a teaching assistant or another teacher. The class teacher works closely with other adults who work with children in their class, overseeing provision and discussing progress and next steps with them. School will carry out the agreed provision over a specified period of time. The child's teacher will monitor this provision and make adjustments to it as necessary.

Review: We review provision and progress for all children at least once a term. Children with SEND are included in this process; however, we may review children with SEND more often than this. This helps us to measure the impact of the intervention and support on the child's progress and to identify next steps. This will be done by school staff, parents, and the child (if appropriate). Ongoing targets that are adjusted and fine tuned at each review will be in place to support progress. The impact of all interventions and support are measured and monitored closely. If, following interventions, a child's progress continues to give cause for concern, your child's class teacher and/or the SENDCo will discuss next steps with the child's parent/carer. If it is felt a child requires further additional support, school will discuss with you the pathways to more specialist support/provision.

Types of need provided for at Sylvester Primary Academy.

Sylvester Primary Academy provides support for pupils across the four broad areas of needs as outlined in the SEND Code of Practice. Children and young people's SEND needs are generally thought of in four broad areas of need and support. Provision for these needs is that which is additional to or different from that which is generally available for most children in the school. The four areas of need and the support available are:

Communication and interaction

Social Skills Training
Support from Speech and Language Therapy
ASC Advisory Teacher Support
ASC Good Practice Strategies
Social Stories
Lego Therapy
Bucket Therapy
Social skills and concentration programme
Wellcomm support

Cognition and learning

Small group / individual work with a teacher or TA
Various intervention groups covering aspects Maths and English
Individualised support e.g. individual reading, Precision Teaching, pre teaching.
Dyslexia friendly teaching and materials
Additional small steps assessment (PIVATS)
Support from Outreach Providers – SEND Outreach Teacher
Daily reading
Educational Psychologist
Fast track tutoring for phonics
Phonics catch up
Memory support

Social, emotional and mental health

Social/emotional focused groups/individual work
Wellbeing focus work
Play Therapy
Mindfulness (targeted work)
MISP (Massage in Schools Programme)
Mental Health Awareness
Butterflies (counselling)
Lego Therapy
YPAS (Youth Person's Advisory Service)
Knowsley Mental Health Service
Brighter Days Ahead Therapy
Art Therapy
Dog Mentor
Helping Hands
Healing Together
ELSA support
My Happy Mind Programme

Sensory and/or physical needs

Seedlings Programme
Insync Programme
Support from Physiotherapy, Occupational Therapy, when required
Resources for individual children – fidget toys, weighted blankets.
Sensory diet/activities
Calm Room
Sensory room
Sensory breaks
Sensory circuits

In addition, we can access specialist support for children and parents from:

Educational Psychologist

School Nurse & Health Visitor

CAMHS (Child and Adolescent Mental Health Team)

Alder Hey - Community Paediatrics.

Neuro-developmental pathway

Speech and Language Therapy

Continence Team

Behaviour support team

Special Educational Needs and Disabilities Improvement Team

ASC Specialist Teacher

Butterflies (Counselling and Emotional Wellbeing for Children)

YPAS (Young Persons Advisory Service)

ADDvanced Solutions (ASC and ADHD)

Information about identification and assessment of pupils with SEND.

All pupils are rigorously tracked across the curriculum. If there are any concerns regarding progress or if any child requires extra support then this is identified by staff at the earliest opportunity and swiftly acted upon. Pupils are identified as having SEND and their needs are assessed through school based data tracking, information passed on from previous settings, key stage test results and progress data, feedback from teaching staff and observations, concerns from parents and intervention that do not indicate an impact. Tracking of learners' progress is completed at least termly and adaptations are made to provision in light of these. Progress of learners is reported to the Head of School and to Governors.

Parents/carers who are concerned about any area of their child's development should speak to the child's class teacher in the first instance. Class teachers will be able to provide further information about what the school can do to support children. Sylvester has an in house document which teachers can use to refer pupils to the Special Educational Needs and Disability Co-ordinator (SENDCo) who will then decide the best action to take. The SENDCo will complete an observation. The class teacher or the SENDCo will then arrange to meet with the parent and discuss the next steps.

Supporting the social, emotional and mental health of pupils.

We have an experienced and skilled Learning Mentor. The Learning Mentor supports children individually or in groups to ensure their needs are being effectively understood and also helps provide them with skills to support their learning in school. We also focus on supporting attendance and punctuality to ensure all pupils receive their educational entitlement. Our Behaviour, Attendance and Anti bullying policies set out our expectations that all children adhere to. Social and Emotional aspects of learning and Circle Time are taught as part of the Personal, Social and Health Education Curriculum. We also practice Mindfulness and promote awareness of Mental Health Awareness with all pupils. The Relax Kids programme is also utilised where appropriate. Children's views are gathered about their views and feelings about school via pupil questionnaires. We ensure that we keep in close contact with parents about their child's overall wellbeing. To support the development of positive behaviours and friendship groups we have a Playground Pals initiative and promote Antibullying strategies and messages regularly across the year. We have also introduced a Dog Mentor to provide support to children through planned interventions, be a friend to the children and promote enjoyment of school. We hope that working with The Dog Mentor will support the children's emotional and social skills. Numerous research studies have shown the benefits of dogs in schools and evidence indicates that areas of potential benefits include:

- **Cognitive development** – companionship with a dog stimulates memory, problem-solving, game-playing and can improve reading skills.

- **Emotional development** – a school dog improves self-esteem, acceptance from others and lifts mood, often provoking laughter and fun. Dogs can also teach compassion and respect for other living things as well as relieving anxiety.
- **Physical development** – interaction with a pet reduces blood pressure, provides tactile stimulation, assists with pain management, gives motivation to move, walk and stimulates the senses.
- **Environmental benefits** – a dog in a school contributes towards the creation of home style environment, with all of the above benefits continuing long after the school day is over.
- **Social benefits** – a dog provides a positive mutual topic for discussion, encourages responsibility, wellbeing, developing social skills and focused interaction with others.

Engagement

We are an inclusive school and strive to ensure that children with SEND are able to engage in activities that are available to all pupils. We ensure all children with SEND to take part in all curriculum enhancements, school trips and residential visits. Parents are consulted to ensure that all of the child's needs are provided for. Children with SEND are invited to take part in any of the extra-curricular activities available in the school. Extra resources and/or staffing are deployed if necessary. SEND children are actively involved in sporting competitions and events.

We involve children in their own education and consult with them in various ways. We have an active School Council for children to share their views and ideas. We have a clear policy regarding behaviour and expectations that all children adhere to. We involve children in their annual reviews, personal provision plan targets and through pupil voice. The Learning Mentor provides sessions for groups or individual so that we can ensure the voice of the child is heard. We also have a 'worry box' in each classroom for children to write down any concerns they have about any aspect of their school life.

Information about the expertise and training of staff in relation to SEND.

Our SEND staff consists of:

Special Educational Needs Coordinator (SENDCo) - manages and leads the SEND provision at Sylvester Primary Academy, completes multi agency referrals, supports the writing of Personal Provision Plans, completes EHCP applications, tracks the progress and attainment of SEND pupils and liaises with parents and other services.

Learning Mentor - supports the emotional well being of pupils through individual, paired and group work, liaise with families and multi agencies, support attendance of learners.

SEND Outreach Teacher – works one afternoon each week with pupils on the SEND register for specific aspects of their learning.

Teaching Assistants – support SEND children across Key Stage 1 and Key Stage 2 via small group/individual targeted intervention.

Staff Training and Expertise

The SENDCo holds the National Award for SENDCo Co-ordination Post Graduate Certificate and attends Local Authority Briefings and conferences to keep up to date with any legislation in SEND and the most up to date practise and provision. This is then shared with all school staff within the weekly staff meetings. Various staff members are trained in a variety of special needs, for example, Dyslexia, ASC awareness, Precision Teaching, Attachment Disorder, Diabetes in School and Positive Handling. Further training is provided by the LA and specialist services as required. Training provided responds to the needs of the children and staff at any given time.

SEND Funding and Staff Deployment

The school SEND budget is allocated to meet the needs of the children on the SEND Register and has been spent on the allocation of staff and resources according to where the highest level of need is. Staff are allocated according to their skill set and areas of expertise. Considerable thought, planning and preparation goes into utilising our teaching assistants to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the

earliest possible age. The deployment of teaching assistants is reviewed annually by the Senior Leadership Team to ensure we meet the needs of the children in our school. The budget is also reviewed to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.

Our pupil premium allocation is allocated effectively to ensure that all pupils have the best possible chance to achieve. Information showing how specific allocations have been spent is available on our school website www.sylvesterprimaryschool.co.uk

Accessibility and Inclusion.

Our setting is fully accessible with specific parking facilities, ramps to access the school building and classrooms, stair lifts and disabled toilet facilities. Further information regarding accessibility can be found in our school accessibility policy and plan. If required, we will ensure that any family or child whose first language is not English will be supported effectively through specialist teachers.

Correspondence to families will also be translated if required. Our school governing body reviews the accessibility plan and policy to ensure that as a school we meet the needs of all our children. Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. Staff will always contact parents/carers before a planned activity if your child requires additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation.

Transitions

On entry to Nursery, parents are invited to look around the school and meet significant staff. Children will also be invited to a stay and play before they start. We will ensure we contact any early years settings, or other schools that pupils have attended to gather information about their needs. Where necessary, we will support pupils moving to new settings and Key Stages by making opportunities available for pupils to attend the new setting. Where necessary we may develop a transition plan in partnership with parents/carers, the child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition. For children in Year 6, a SENDCO transition meeting takes place each summer term where information is passed to the receiving secondary school. When a child transfers from another setting to ours, staff will consult transfer documents and inform the SENDCo if applicable. There are strong links between our school and some of our local secondary schools. We have an established process for ensuring that children with SEND make a smooth transition to their high school. The children attend the transition day and extra visits can be arranged if necessary. The children meet key staff and complete transition booklets.

Involving Parents/Carers (consultation, support and collaborative working).

We aim to include and consult parents/carers of children with SEND in the decision-making around their child's education. All parents are encouraged to be involved but for parents of children with SEND, we feel their contribution is crucial. Parents are invited to meet with their child's teacher, SENDCo and outside agencies whenever necessary. Parents are involved in the assess, plan, do, review cycle and parents' contributions are valued at all stages. Parents are asked to engage with Early Help assessments if early intervention is a tool that can help their child to make greater progress. There are regular review meetings to identify progress and discuss next steps in this process. School works closely with parents to provide the best learning opportunities for their child. Applications for high needs funding and EHCPs are made in consultation with parents when it is deemed appropriate. We also offer support and advice to parents and carers. At school, there is an experienced Learning Mentor who offers support to many of our families. We invite specialist agencies into school to talk to parents/carers about how they can support families and children. We have an open door policy.

Complaints

Our aim is to provide an open and welcoming environment where every child is happy and secure, but if parent/carers are unhappy or concerned about the provision their child is receiving in school,

they can contact the child's teacher or the SENDCo. Many concerns can be resolved by simple clarification or discussion. However, if parents/carers are still unhappy, they can contact the Head of School and refer to the School Complaints Policy on our school website.

Who can I contact for further information regarding SEND?

For further information please contact Miss H. Brechley – Head of School and Special Educational Needs and Disabilities Coordinator (SENDCo) in the first instance. Contact – 0151 477 8320. Email send@sylvesterprimaryschool.co.uk

The SEND governor at Sylvester Primary Academy is Jackie Cleary.

They can be contacted via the Head of School or Chair of Governors.

You can also access further information about our school via the school website

www.sylvesterprimaryschool.co.uk

The Local Offer can be found on the Knowsley Council website -

www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send

Relevant school policies underpinning this SEND Information Report include:

SEND Policy

Behaviour Policy

Attendance Policy

Anti bullying Policy

Marking and Feedback Policy

Supporting Children with Medical Needs

Single Equality Objectives and Policy

This SEND Information Report was produced in September 2025 and agreed by Governors. It will next be reviewed in September 2026

Additional Information:

ASC	Autism
CAMHS	Child and Adolescent Mental Health Service
EH	Early Help
EHCP	Education Health and Care Plan
EP	Educational Psychologist
PPP	Personal Provision Plan
LM	Learning Mentor- supports children with social/emotional/behavioural needs.
QFT	Quality First Teaching – an excellent standard of teaching, enabling all pupils to make progress.
SALT	Speech and Language Therapy/Therapist
SEND	Special Educational Needs and Disability
SEND COP	The legal document, SEND Code of Practice which sets out the requirements for educating children with special educational needs.
SENDCo	Special Educational Needs Co-ordinator- organises and monitors provision for children with special educational needs.
TA	Teaching Assistant
PIVATS	Performance Indicators for Valued Assessment and targeted Learning.