Blackmoor Park Junior School

Special Educational Needs and Disability (SEND) Information Report

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Approval body	BPJS Governing body
Chair of Governing body	Keith Rennie
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Local Offer Contribution: Liverpool Family Information & SEND Directory | Welcome to the SEND Local Offer

An introduction to our SEN Information Report

All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. This published information is updated annually.

At Blackmoor Park Junior school we value and are committed to working together with all members of our school community. Our local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

If you wish to have a detailed view of what our school provides for our pupils with special educational needs you may wish to refer to **our SEN Policy and Our Local Offer - both of which can be accessed through our school website.**

What is SEN?

'A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age,

or

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools, or mainstream post 16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.'

The Code of Practice (2014) categorises those needs into 4 main areas:-

- communication and interaction
- cognition and learning difficulties
- social, mental and emotional health problems

- sensory or physical needs

What is our approach as to supporting the needs of our SEN pupils?

High quality first teaching and 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. (**Reference:** Teaching & Learning Policy).

ASSESS: In assessing a child at our school we will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, 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 peers 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 are actively listened to and recorded. Assessments are reviewed every term in our school.

PLAN: We recognise that we **must** formally notify parents 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 Inclusion lead/SENCO 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 they can be linked to classroom teaching. The Year Group Leader is also involved in this process ensuring safe and appropriate interventions are provided for the child.

REVIEW: Reviews are carried out at an agreed date. Some children have an EHCP (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. When we review, we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents 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 and pupils 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.

What SEN Needs might a child have?

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

1) **Communication and interaction:**

   We continue to seek and take advice from a variety of outside agencies e.g. ASD training team, ADHD foundation and OSSME (Autism Initiatives) for our ASD and ADHD pupils; SALT (Speech and Language Therapy) and specialist language resources bases at Pleasant Street school; Beautiful New Beginnings and Mental Health Support Team (MHST) for behaviour and well-being. Additional support is also provided by SENISS, Educational Psychologist and external specialist outreach. All recommendations and programmes of work provided by these professionals are implemented and teaching, planning and assessment are adapted accordingly.

2) **Cognition and learning:**

   All class teachers provide quality first teaching with clear differentiation and opportunities for all children to access a balance of visual, auditory and kinaesthetic learning activities. We provide precision teaching for pupils with EHCP's (if detailed in their plans). We provide support in phonics, handwriting and reading and have a number of pupils using the Toe by Toe programme.

Our SEN pupils are also supported by our Educational Psychologist.

3) **Social, emotional and mental health:**

We have ongoing support from CAMHS, YPAS, Beautiful New Beginnings, MHST and Priority Youth Project to support our children and families experiencing SEMH difficulties. These include face to face and online sessions with parents, weekly one-to-one or small group sessions with BNB and MHST.

Other support/interventions offered in school include:

- Social groups
- Socially speaking
- Friendship Groups
- Additional transition support
- Time out
- Speaking & Listening groups
- In class co-operative learning groups
- Talk Partners

4) **Sensory and/or physical needs:**

We work closely with external agencies to support all of our children and their families. Children with hearing impairment (HI) or children with visual impairment (VI) are supported by the Sensory Support Service. Children with physical needs are supported by Occupational Therapists or Physiotherapists. We access support for any child on a need led basis and continue to strive to respond to the varying needs of all children in our school. We provide a range of interventions/ support for our pupils with sensory and/or physical needs.

As of July 2025, 32.1% of pupils on roll are identified as requiring SEN support, 4.9% of pupils in the school have an EHCP. The primary categories of needs are as shown below:

	Communication and interaction	Cognition and learning	Social, Emotional and Mental Health	Physical, Medical and Sensory
Primary need	**22.1%**	**10%**	**12.6%**	**1.1%**

<u>What are the internal processes for monitoring quality of provision and assessment of need?</u>

To assess the impact and quality of the provision put in place for our SEN pupils we regularly monitor both the assessment of need and quality of provision through:

- Learning walks
- Case Files
- Data analysis
- Lesson observations
- Book monitoring
- Parent, pupil and staff questionnaires and feedback

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
Regular Parents evenings provided through phone calls, written reports, virtual and face to face.	Senco, Class teachers, Parents/Carers and the child	Termly
Person centred reviews/ meetings for Learning Support Plans (LSPs) through phone calls, written reports, virtual and face to face.	Senco, Class teachers, Parents/Carers and the child	Each term or as often as required
EHAT / TAF meetings - Face to face and virtual.	Senco, Class teachers, Parents/Carers and the child	3 times a year or more regularly if needed
EHCP review – ideally face to face or virtually.	Senco, Class teachers, LA SEN team representative, Parents/Carers and the child	1 annual review
Provision of Induction days for new parents/carers and their child face to face	Senco, Class teachers, Head or Deputy headteacher, Parents/Carers and the child	As required.
Provision of additional Induction days for new SEN pupils needing additional transitional support.	Senco, Class teachers, Head or Deputy headteacher, Parents/Carers and the child	As required.
Transferral of Information Meeting between KS1 & KS2 SENCOS Phone calls/ face to face	Senco available to share information related to any additional needs of their child. This will ensure a smooth transition into our school and help to enhance provision for the individual child.	During summer 2
Transfer of Information / Transition Meetings run by LA –meetings between KS2 & KS3 SENCOS	Senco available to share information related to any needs of their pupils. This will ensure a smooth transition into our	Summer 1

Virtual meetings/ phone calls	pupils' new schools and help to enhance provision for the individual child.	
Use of Parent Questionnaires/ phone calls to capture views and opinions that serve to 'feed' into the School Development Plan.	Parents/child/Senco/teaching Staff/ Head/ Deputy.	Ongoing

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
All Staff	Use of PIVATS 5 for assessing SEN pupil progress. ASD training from Purple Circle Target Tracker Training- to track specific cohorts e.g. SEN Sensory Processing Provision Mapping Adaptive Teaching strategies
EA	Dyscalculia - supporting pupils and staff Catch up Literacy Monster Phonics
JMT	Person Centred training ASD training Attachment difficulties/disorders
Learning support assistants	1ST CLASS @ NUMBER Phonics Precision teaching
JJ	SEMH – calming techniques
ST	Reading and writing for underperforming Year 3 pupils
SH	Supporting the well-being /Mental Health of children and staff NPQEL
LS	Trailblazer- supporting SEMH needs of our children and families Supporting the well-being /Mental Health of children and staff
JC	NASENCO NPQSL NPQH Boxall Profile Adaptive Teaching Diabetes management EBSA Inclusion Quality Mark

In addition to this all school staff receives regular training on different aspects of SEN.

The SENCO attends the Local Authority SEND briefings twice per year and all consortium meetings (6 per year) for updates on legal and statutory guidance, local and national data, information on local services and to share good practice with other schools.

Staff deployment

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

All staff support our SEN pupils in accessing a differentiated curriculum across the curriculum on a lesson by lesson basis. Our 1 to 1 staff provide specific support for our pupils with EHCP's employing the suggested strategies detailed in the pupil's plan to ensure all outcomes are met.

In the afternoons all TA provide focused interventions which support our pupils in attaining the outcome detailed in their LSP's. All interventions are listed in our school provision mapping and measured for impact through pupil progress. Interventions are tailored to meet the individual needs of each child.

Finance

Our SEN budget is used to fund the provisions needed by our SEN pupils. This provision can take the form of:

- Staffing – 1 to 1's supporting EHC pupils in small groups (in accordance to the outcomes detailed in their plans)
- Buying in of additional specialist support e.g. EP, SENISS, Seedlings, ADHD Foundation, Purple Circle.
- Training of Staff, e.g. ASD/ Sensory Processing/ SENCO training
- Additional Educational Psychologist's time when needed
- Release Time for SENCO
- Specific resources e.g. writing slopes, adapted chairs, phonic materials, fiddle toys etc.

Additional funding for individual pupils with more complex needs can be accessed through Top Up Funding (TUF)

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 have welcomed **24** children with special educational needs or disabilities (September 2024) and supported **28** children transition to the next phase in education in July 2025.

We work closely with our partner schools in our East 2 partnership cohort. At times, we share training from outside agencies across all schools and we share good practice and expertise.

We have and will continue to work closely with our feeder schools to ensure successful transition for our SEN pupils to their new settings. This has been supported by TAF and TAC

meetings as part of ongoing Ehats, Annual Reviews and transition meetings. We also welcome opportunities to conduct person-centred planning meetings with receiving schools.

Complaints

All complaints follow the school's complaints procedure which can be found on the school website or requested from the school office.

What has worked this year?

- Phonics booster sessions.
- Additional SEMH support from Seedlings, Beautiful New Beginnings, MHST, Priority Youth Project and EP
- Work with all outside agencies and outreach teams accessed via our school partnerships.
- Collaborative working with partner schools in East 2 Partnership.
- Effectiveness of provision in narrowing the gap between pupils identified as SEN support and their peers, capturing pupil voice to demonstrate that children and young people feel supported and happy in their setting
- Maths Mastery and visuals with its focus on manipulatives
- Ready, steady, read from Literacy Counts to boost engagement and enjoyment in reading.
- Assessed for Inclusion Quality Mark (IQM) and successfully achieved this, being recommended to become a Centre of Excellence.
- Appointed ELSA trained Pastoral lead

What has not worked this year?

- Ability to implement further specialist support from external agencies due to capacity and staffing difficulties.
- Sharp increase in number of children with EHCP and requiring a high level of support which has prevented staff from delivering key targeted interventions to those on SEN support.
- Some funding being withdrawn for high needs pupils who are unable to attend school due to experiencing EBSA.

Further development

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

- Provision and intervention monitoring
- Book monitoring

- Planning scrutiny
- Learning walks
- Case studies
- Evaluation of data
- Pupils and parent feedback and collaboration and how this impacts on their development

Relevant school policies underpinning this SEN Information Report include:

- Blackmoor Park Junior School SEND policy (see website)

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014 including the guidance from the SEND Code of Practice: 0-25 years
- Equality Act 2010
- Mental Capacity Act 2005

Who can I contact for further information?

Your first point of contact would always be your child's **class teacher**. However other staff are also available, these include the Year Group Leader, SENCO/Deputy Headteacher and Headteacher.

For further information you can visit our school website: www.blackmoorpark.com

The Local Offer can be found in the Family Services Directory on the city council website www.liverpool.gov.uk or www.fsd.liverpool.gov.uk