

**Eccleston Lane Ends Primary School**

**SEND Information Report- December 2021**

**What is a SEND (Special educational needs/disabilities) information report?**

The SEND information report was introduced to explain to parents/carers and young people how schools will support them and what support can be expected.

At Eccleston Lane Ends Primary School we are committed to working together with all members of our school community and all staff and governors are committed to supporting children, parents and carers. We are an inclusive school where we strive to meet the needs of all pupils with Special Educational Needs and Disabilities within a mainstream setting.

1. **What to do if you think your child may have special educational needs?**

If you are concerned about your child’s learning or development, we would encourage you to speak to your child’s class teacher in the first instance, they will be happy to discuss your child’s progress and you can highlight any concerns you may have.

**Other key staff you can contact include-**

* Head teacher – Miss Sarah Bond
* Deputy Head teacher – Mr Neil Loftus
* SENCO – Miss Clare Grant
* Pastoral Lead – Mrs Lisa Garford
* Special Educational Needs Governor – Ms Gill Fenton

After raising concerns about your child staff will be directed to follow the concerns process:

* Evidence gathered / observations made
* Class action / Intervention
* Liaise with parents
* monitor / evaluate / review/ next steps
* Initiate a pen portrait
* Concern raised at Multi-Agency Planning Meeting
* Planning Meeting recommendations actioned
* follow on concerns / assessments / agency inputs
* Apply to panel
* Implement recommendations
* Further support and advice

**Our Approach as a School:**

High quality first teaching and additional interventions are defined through our child-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. We believe that early identification of barriers to learning and SEND needs are extremely important at Eccleston Lane Ends and therefore the SENDCo works closely with the class teachers to ensure that all learners’ needs are being met whilst they are in our school.

**SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning and promote emotional wellbeing. The support provided consists of a four part process:

• Assess

• Plan

• Do

• Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

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

Assess: Children are assessed against nationally set criteria to check their progress across all areas of learning/subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. If a child fails to make expected progress the next stage would be to make use of school interventions and/or outside agencies.

Plan: Class teachers are responsible for planning & differentiating the curriculum for all children in their care. If outside agencies have been involved they may also give advice to staff and help to plan a programme of work. Pupil voice is used regularly to ensure that the needs of each individual child are met whilst they are at school. If a child is working at two years behind their chronological age then a Pen Portrait will be put in place to outline their targets. These will be reviewed termly with the class teacher, SENCO, parents and any outside agencies.

Do: Quality First teaching is the priority of all class teachers. If it is deemed necessary children may access high quality interventions which may be delivered by trained support staff, the SENCO or outside agencies.

Review: SLT and class teachers will continually review the progress of all children. The SENCO is responsible for tracking children’s progress termly and will report to SLT. Once a review has been held new targets may be set and next steps planned for. The child and parents will be a vital part in the review process.

1. **What Categories of SEN may be within school?**

The four broad areas of need are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.

**Communication and interaction – What might provision look like?**

* Some children in the school may have visual timetables and may make use of a variety of visual resources to help them to communicate.
* Children who are having specific communication difficulties may work with a Speech Therapist. Reports from this service are passed on to the class teacher, SENCO and parents. Any specific targets are a focus within school.
* Children may access small group (precision teaching) and/or individualised interventions.
* Access to low stimulus area.
* Access to communication interventions ie – Teddy talk, Neli, Talk Boost, Elklan, PECS.
* Enhanced access to additional aids, such as sensory boxes, ear defenders and work stations.
* Access to technology-Laptops, software.
* Access to social and emotional stories.
* Careful planning of transitions.
* Access to Educational Psychologist.
* Access to Sunflower sensory service.
* Children who have severe communication difficulties may be discussed at the school’s SEND planning meeting, to discuss next steps. They will access communication interventions within school.

**Cognition and learning - What might provision look like?**

* Class teachers will plan work/activities for their pupils. They will differentiate the curriculum to take account of different learning styles, interests and abilities.
* Learning assistants may support the teachers in enabling children with SEN to have access to an appropriate curriculum and deliver interventions to close the gap for children.
* Children will access precision teaching and intervention.
* Practical aids for learning, working memory boards, task cards, overlays etc may be used.
* Increased adult support if needed.
* Phonic/reading development programmes-eg RWInc, Reading Plus and Spelling Shed may be utilised.
* Maths programmes such as Catch up Maths or First Class@Number.
* Increased access to ICT- e.g. laptops, Ipads.
* Adaptations to assessments to enable access e.g. readers, scribe, additional time.
* Curriculum will be adapted to meet the learning needs of the child.
* Differentiation or scaffolding.
* Pre and post teaching.
* Frequent repetition and reinforcement.
* If a child with cognition and learning difficulties fails to make progress on internal intervention programmes, advice from external agencies such as Learning Support Services or the Educational Psychology Service is sought. Parents will always be updated with the progress and recommendations provided by these services.

**Social, emotional and mental health - What might provision look like?**

* Children are supported first and foremost by their class teacher and learning assistant. Where necessary our pastoral lead may support individual or small groups of children to develop their emotional literacy skills.
* The pastoral lead also runs weekly nurture groups for those children who may be experiencing difficulties in this area or for children who are experiencing difficulties in their life, such as parental separation or bereavement.
* Schemes such as Desty support emotional literacy and training from a Place2Be supports mental wellbeing for children in KS1 and 2.
* If it is deemed necessary and with the agreement of the parents, children may receive some counselling/play therapy sessions from an outside agency.
* If further support is necessary, it may be requested from CAMHS.
* Some children within school may access life skills sessions to prepare them for the world around them and build their independence and self-esteem.
* Staff have been trained in identifying and supporting children with attachment issues.
* Children within this category may access ‘Desty’ support to help build emotional resilience and support attachment difficulties.

Other strategies -

* Individual rewards system.
* Behaviour Support Plans.
* Emotion coaching.
* Alternative curriculum opportunities including -
* Forest Schools.
* Visual timetables.
* Social and emotional stories
* Qualified staff to support behaviour.

**Sensory and/or physical needs**

* Class teachers plan and differentiate the curriculum to ensure all children are able to participate. The learning environments may be adapted to take into account an individual’s needs and specialist equipment and resources may be sourced.
* Where necessary, sensory diets or sensory circuits are planned into an individual child’s curriculum throughout the school day. Specialist sensory resources are often used to enhance sensory stimulation.
* If necessary, we welcome physiotherapists and occupational therapists into our school to work with the children and/or provide advice.
* Children may access both fine and gross motor sessions and sensory stimulation play. This is often part of INSYNC sessions.
* Additional P.E. sessions are also delivered for those children with coordination and physical disabilities.
* Access to specialist teachers or equipment for the hearing/visual impaired

1. **How will school cater for your child’s needs?**

**Identification**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **First Stage – initial concerns.**  **Child supported by Quality First Teaching** | **Second Stage – Targeted support**  **Child Supported by Quality First Teaching** | **If little progress has been made despite intervention.**  **Pen Portrait written** | **Third Stage –**  **Referral** | **Fourth Stage –**  **Funding** |
| Trigger For Concerns: Child is not making enough progress  Actions: Initial concerns form completed by class teacher or on Cpoms and evidence gathered to show what the concerns are.  Concerns form will be shared by class teacher at data meeting with Senior Leaders and actions agreed. SEND team informed at P and C meeting. | Actions: Child accesses targeted intervention or differentiation in class.  Monitored by SEND team and Head Teacher termly.  EYFS - Any child within Early Years that has areas of need will also be monitored and placed on targeted intervention. | Actions: Assessment completed to identify specific need(s).  Pen Portrait put in place to show strengths and targets for the pupil.  Parents informed and Pen Portraits shared with them. | Actions: After receiving targeted intervention if there is no progress or limited progress is recorded, then, with permission from the parents, the SENCO will discuss the child at the next planning meeting to decide whether to refer the child to a specialist (one meeting held every term).  This could include: Neurological – ADHD, ASD, FAS, GDD suspicions Health referral – OT, vision, hearing, speech, physio or Educational Psychologist.  Advice from agencies put in place in the school setting and updated on pen portraits.  If the child is given a diagnosis they will now be put onto the SEN register. | Actions:  If a child has specialist input and in school support and continues to find the curriculum challenging. Further support may be necessary.  A discussion is needed with the SEND Team & Head Teacher regarding a funding application.  Parental views collected. If in agreement a funding application is made.  Once funding is received – a member of staff may be identified by the Head Teacher to work with child.  Targets from the LA / EHCP or provision agreements will be actioned in school and sit alongside the child’s pen portrait.  Children’s needs will be reviewed termly and annually for the LA. |
| Support options discussed with Senior Leaders/SEND team  The Class Teacher shares concerns and actions agreed with parents and gathers their views. | If Progress Has Been Made:  Continue to monitor in class.  Discuss if further access to intervention is needed |  | Children will continue to be monitored each term and discussed at P and C meetings. |  |

**Additional strategies for children accessing SEN support -**

* They may take part in additional group work
* They may have a pen portrait outlining their learning needs this will target short term goals and outline support strategies
* They may access a modified/bespoke curriculum with specialised support
* Be referred to a specialist for an observation and advice
* Apply for funding for additional adult support
* Apply for an EHCP if further support is still needed

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Our Teachers will use various strategies to adapt the curriculum within class and this might include using:

* Visual timetables
* Writing frames
* I-pads, laptops or other alternative recording devices
* Positive behaviour rewards system
* Now and Next cards
* Workstation activities
* Sensory breaks
* Gross and fine motor stimulation sessions

All class teachers differentiate planning and adapt their teaching to meet the needs of all children in their classes. Our priority is to ensure that all children in our care receive quality first teaching all day every day. Where possible, we aim for our SEND children to be taught in the classroom with their peers. Some arrangements are made for children to access small group work outside of the classroom. Where necessary, one to one teaching in a quiet area is undertaken as this may be best learning environment to support a child’s complex needs whilst supporting their preferred learning environment whilst maximizing their potential. In a number of classrooms, individualised workstations or independent stations are set up to allow children to complete tasks within the classroom with minimal distractions.

For children with sensory needs or fine and gross motor needs, we have access to a small learning base or bay areas, which are used to deliver sensory diets. Our specialist sports coach also teaches sensory circuits. Our classrooms are rich in effective concrete and visual resources to support the learning of our children with SEND. Where necessary, the use of technology is promoted to allow our children with SEND to fully access the curriculum.

Support is provided on the playground for those children who require it to ensure that our SEND children are provided with the same opportunities as other children in the classroom. This may be through a link midday supervisor, 1:2:1 or class teachers.

1. **What support will there be for my child’s overall well-being?**

At Eccleston Lane Ends, we consider our school to be a caring and nurturing environment.

We provide: A variety of pastoral support opportunities –

* Clubs are available for those who find breaks a challenge ie Lego club
* Opportunities to take part in Yoga and Mindfulness
* Whole school scheme of work, ‘Jigsaw’, to enable children and young people acquire knowledge, understanding and skills they need to manage their lives with now and in their futures.
* Pastoral emotional literacy sessions.
* Forest nature sessions in the summer term.

1. **How will you support my child’s medical needs?**

All children with a medical need will have an individual medical overview form completed at the beginning of the year.

If a pupil has complex medical needs then a detailed care plan is complied with support from the school nurse in consultation with parents/carers. Needs are discussed with all staff who are involved with the pupil.

* Staff receive Epi-pen training and epilepsy training delivered by the school nurse.
* Where necessary and in agreement with parents/carers, prescribed medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
* Designated staff have basic first aid training and/or paediatric first aid training.
* The school also has an onsite defibrator.

1. **What Interventions might your child be part of?**

**Teddy Talk**

Teddy Talk is intended for children in the early stages of English language acquisition. It has proven results for quickly developing core vocabulary and self-confidence.

**Talk Boost**

Talk Boost is a structured and robustly evidenced programme that can boost a child’s communication by an average of 18 months after ten weeks of intervention.

**Elklan**

Staff trained in Elklan can effectively support children with speech, language and communication needs (SLCN). Children accessing ELKLAN strategies develop more effective speaking, listening and group interaction skills.

**Nutfield Early Language Intervention (Neli)**

NELI is a programme for children in Reception (4-5 years) which targets language and aims to improve children's language and early literacy skills.

**PECS**

Currently staff in Reception use a Picture Exchange Communication System (PECS.) This is an invaluable resource, which can be used with children and young people that are pre verbal, children with Autism Spectrum Conditions and other communication difficulties.

**Speech and Language**

Learning assistants deliver Speech Therapy that has been set by SALT. These programmes can include speech sound production, language development and social skills, depending on the child’s needs.

**Learning Support Service - Specific English Support for dyslexic learners**

This is a small group intervention program that focuses on spelling and writing. These multi-sensory sessions are led by the Learning Support Service. The session is led by a dyslexia specialist and targets dyslexic learners.

**Read Write Inc**

Read Write Inc. Phonics teaches children to read accurately. They also learn to form each letter, spell correctly, and compose their ideas step-by-step. This is a EYFS/KS1 entitlement for all children.

**Read Write Inc Get Writing – KS2 intervention**

KS2 children focus on activities linked to the core Storybooks in Read Write Inc, and to selected Non-fiction books for each level. The writing activities build on the reading activities that children have completed, helping them to develop ideas and vocabulary for writing.

**Catch Up Maths**

Catch Up Maths is a structured one-to-one/ small group intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners.

**Becoming First Class Number - First Class number, 1 and 2**

Becoming 1stClass@Number is a small group intervention for children in Year 1 who need further support to secure the Early Learning Goal for Number. A fabulous programme, enabling children to explore numbers in an exciting and fun way.

1stClass@Number 1 – for children who need further support at the level of the Year 1 curriculum.

1stClass@Number 2 – for children who need further support at the level of the Year 2 curriculum.

**Behaviour Improvement Team Support (BIT)**

The Behaviour Improvement Team, offer consultation, support and staff training to promote good behaviour within schools, as well as directly working with children and young people with social, emotional and behavioural difficulties through individual, group and whole class interventions.

**Emotional support via the Pastoral Manager/ Emotional Literacy**

This intervention is accessible to all pupils who may be experiencing difficulty with some aspects of home/school life e.g. a family bereavement which may impact on their school life. Emotional Literacy sessions aim to help young people in understanding their feelings by empowering them with the vocabulary to express themselves.

**DESTY**

This is a one to one programme where a child and pastoral mentor works together over an average of fourteen 30-40 minute guided sessions aimed at building children’s emotional resilience.

**Insync**

Fine motor skills (pencil grip and manipulation) and gross motor skills (skipping, hopping) are vital to the development of many competencies in young children. The Insync Programme is a resource pack that supports the development of these skills in young children with motor co-ordination difficulties.

**Word Blaze**

An upper KS2 intervention that bridges the gap from phonics to fluency with powerful multi-sensory intervention. The intervention build fluency through motivating repeated-reading games, enrich vocabulary and improve spelling using phonic-structured Workbanks.

**Outdoor Nurture (Summer Term)**

This intervention teaches nurturing in natural outdoor environments. Sessions promote resilience, managing risk, nurture through free play and relationships whilst exploring ways to cope with stress and distress through experiences in natural environments.

1. **How will the school help me to support my child’s learning at home?**

* The class teacher will suggest ways of how you can support your child through differentiated home activities.
* The SENCO and/or Pastoral Manager may meet with you to discuss how to support your child with strategies to use if there are difficulties with your child’s behaviour/emotional needs.
* If outside agencies or the Educational Psychologist have been involved, suggestion and programmes of study are normally provided that can be used at home.
* A Termly SEN newsletter will offer advise and strategies for home as will the SEND section on the school webpage.
* If you have concerns school has an open door policy and parents are encouraged to discuss concerns with the class teacher or SENCO at termly drop in sessions

1. **Pupil Outcomes**

Most of the children who are currently receiving additional support are making progress towards meeting their individual targets as set out in their pen portraits. Each term the progress of children with SEN is reviewed, and new targets are set or original targets amended. The progress of children with SEN is monitored termly.

We have internal processes for monitoring quality of provision and assessment of need. These include, learning walks, data analysis, classroom observations, pupil interviews, planning and book scrutiny.

1. **What specialist support services are available at or accessed by the school?**

The Learning Support Service (LSS) regularly carries out specific assessments for children with English difficulties. Once a child has been assessed, school is provided with a report which includes specific targets and actions on how to support your child. These reports will be shared with parents and parental permission will always be sought before an assessment is carried out. The LSS also work alongside small groups on a weekly basis within school offering literacy support.

At times, it may be necessary to consult with other outside agencies to receive their more specialised expertise. The agencies used by the school include:

* The Bridge Centre (0-5 years)
* LASC (Language & Social Communication Teams)
* Educational Psychologist
* Bridgewater Community Healthcare Trust (Speech and Language/Occupational Therapy)
* CAMHS (Child & Adolescent Support Team)
* CDS (Children’s Disability Service)
* Paediatric trust
* Inclusion Team
* Social Services
* LSS (Learning Support Service)
* School Nurse
* English as an Additional Language Service
* External counsellor
* Virtual Schools Team (for Looked After Children)
* Behaviour Improvement Team (BIT)
* Visual Impairment Team
* Audiology
* Continence Team
* Educational Phycologists etc

1. **What training have staff attended so that they can best support children with SEND?**

All staff training is monitored and kept up to date regularly to ensure all staff are sufficiently skilled to cater for children with SEND.

Examples of training provided:

* Paediatric First Aid
* Attachment Awareness Training
* Mental Health First Aid Training
* Autism Training
* Outdoor Nurture Training
* Catch Up Maths Training
* First Class number Training
* Epi-Pen updates
* Asthma updates
* Epilepsy updates
* Manual Handling Training
* Team Teach Training
* Audio Enhanced Training
* Dyslexia Training
* Desty Training
* In addition to the above the SENDCo/ Pastoral Manager attend termly update meetings lead by the authority.

1. **How accessible is the school environment to promote inclusion?**

* At Eccleston Lane Ends we are always happy to discuss individual access requirements.
* All aspects of the school building are accessible to wheelchairs and a disabled toilet is available. In this current academic year school also have a portable hoist facility.
* Our Equality Scheme is regularly updated.
* All learners should have the same opportunity to access extra-curricular activities. At Eccleston Lane Ends Primary School we offer a range of additional clubs and activities where all children can take part and access.
* Every child regardless of their SEND will attend school trips and enhancement opportunities within school.

1. **How will the school prepare and support your child/young person to join the school, transfer to a new school or the next stage of education and life?**

**Starting Reception**

* Staff in Reception will work with Nursery Providers to discuss your child - this enables a smooth transition process. Staff will visit your child within their nursery setting or at home if your child does not attend a nursery setting.
* Before starting Reception, Stay and Play sessions are run throughout the summer term, allowing your child to become familiar with the environment and the staff they will be working with. If these are not possible (due to Covid) staff will make a socially distanced house visit, virtual tours of the classroom and staff welcome videos. These will all be available on Tapestry.
* A parent’s information session is held to inform parents/carers about the day-to-day routines of school and any other relevant information.
* All new Reception children receive a photo book of the staff and school during their stay and play sessions. This allows them to become familiar with their school over the summer holidays.
* Children in Reception will be matched to a Year 5 child. They will be their ‘Gardner’ for the year. The children in Reception are seedlings and their Gardner will help them with all first experiences over the year.

**KS1 and KS2 classrooms**

* When starting a new school year all pupils have a ‘Meet the Teacher’ day in the summer term. If your child has an additional need, this will be shared with the new class teacher and additional visits or getting to know you visits will take place.
* All SEN information is shared between staff via CPOMS so that new teachers are fully aware of each child’s needs and support arrangements. If your child has complex needs a meeting with parents, SENCO and the new class teacher will be held.
* Children who may be anxious about transitioning back to school after the summer holidays receive a personalised letter from their new class teacher and are invited to write to them to introduce themselves before returning to school.

**Y6 Transition**

* Your child will have many opportunities throughout the year to visit local high schools.
* Once the high school placements have been arranged, transition meetings between the class teacher, Head of Year 6 and Head of year at High School takes place to share information.
* If necessary extra transition days can be arranged to support children with additional needs.
* The class teacher will also teach lessons to prepare the children for high school during the summer term – including Personal, Social and Emotional Lessons, Moving to and from a new school.
* If your child starts/leaves our school part way through their time here, the SENDCo will contact the new/old school to discuss any special arrangements that are required for your child. All records will be sought/passed on as soon as possible

1. **How are the school’s resources allocated and matched to children’s/young people’s special educational needs?**

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual’s need.

* The majority of pupils with SEN can cope within a classroom environment, with differentiation of work from the class teacher.
* Support is allocated on an individual needs basis and will be decided on using a range of evidence. This could be from classroom observations to reports from outside agencies.
* All decisions about support will be made with the SENDCo, class teacher, head teacher and parents/carers.
* If necessary, statutory assessment could be sought and your child may receive additional funding for support, or an EHCP (Educational, Health and Care Plan).
* Specialist equipment and resources may be purchased to support learning needs.
* When actions/ interventions are put in place they would be monitored by the class teacher and SENDCo for their impact.

**Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including, but not exclusively:

• Parents/carers

• Teachers

• SENDCo

• Other Educational professionals involved

• Social Care

• Health professionals

Information will be gathered relating to current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment.

**Education, Health and Care Plans [EHCP]**

a. Following Statutory Assessment, an EHC Plan will be provided by Knowsley Council or St Helens, if it is decided that the child’s needs are not being met by the support that is ordinarily available. The school and the child’s parents/carers will be involved developing and producing the plan.

b. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil’s formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

1. **How does school work in partnership with children and parents?**

Children, Parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built

into the intervention itself, or it can be a formal meeting held at least once a term where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan) or enhanced funding the same termly review conversations take place. An EHC plan will also be formally reviewed annually.

School operates an open door policy and parents can attend SENCO drop ins if they have any concerns before review dates.

At Eccleston Lane Ends, we believe that developing effective relationships between all agencies involved with a child is of

utmost importance. We have high aspirations and ambition for all children and we value the voice of the child and parents to enable every child to reach their potential! Pupil and parent voice will be sought each term during a review process and will inform next steps.

How will I be involved in discussions about and planning for my child’s education?

All parents are encouraged to contribute to their child’s education. This may be through:

• Discussions with the class teacher

• During parents’ evenings

• During provision review meetings

• During discussions with the SENCO and Pastoral Manager or other professionals

• During discussions with the Senior Leadership Team

• Parents are encouraged to comment on their child’s pen portraits with possible suggestions that could be incorporated

1. **Complaints procedures**

If a formal complaint is wished to be made this must be done in writing to Eccleston Lane Ends Primary School’s Head Teacher –Miss Bond in the first instance and the school’s Governing body if unresolved. See our Complaints Policy.

1. **Legislative Acts taken into account when compiling this report include:**

Relevant school policies underpinning this SEN Information Report include: SEN Policy, Teaching and Learning Policy, Equal Opportunities Policy

Legislative Acts taken into account when compiling this report include:

* Children & Families Act 2014
* Equality Act 2010
* SEND Code of Practice, 2015

**Further Information**

Useful links

[www.sthelens.gov.uk/SEND](http://www.sthelens.gov.uk/SEND)

[www.dfe.gov.uk](http://www.dfe.gov.uk)

IASS – Information Advisory Support Service (Previously Parent Partnership).

The information in this report forms part of St Helen’s and Knowsley’s local offer which can be accessed at:

[www.sthelens.gov.uk/a-to-z/sen-the-local-offer/](https://www.sthelens.gov.uk/a-to-z/sen-the-local-offer/)

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>