



Litherland Moss Primary School SEND Information Report 2026-2027

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This report operates in conjunction with The Special Educational Needs and Disabilities Policy 2026/27 [SEND policy](#). It is reviewed annually and updated as soon as possible if information changes during the year.

What Special Educational Needs are provided for?

Litherland Moss considers needs of students in four broad areas in line with the [SEND Code of Practice \(2015\)](#):

- **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties**

Children and young people may experience mental health difficulties such as anxiety or depression. Other children and young people may have disorders such as attention deficit hyperactivity disorder (ADHD) or attachment disorder.

- **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. For example, vision impairment (VI), hearing impairment (HI). Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

These four broad areas give an overview of the range of needs that can be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Litherland Moss identifies the needs of pupils by considering the needs of the whole child which will include not just their SEND.

How do we identify Special Educational Needs and Disabilities (SEND)?

We are committed to early identification of special educational needs and disabilities. We will assess each pupil's current skills and levels of attainment on entry, which will build on information from previous settings and key stages, where appropriate. Teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment do not necessarily mean that a child has SEND and will not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it will not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability.

Some pupils with SEND will have had formal assessments or diagnoses whilst at a previous setting. Through our transition process, we ensure all relevant information is passed on so we are fully aware of pupils' needs before they come to Litherland Moss. We will also carry out a detailed individual assessment of each pupil at the earliest opportunity to make an accurate assessment of their needs including:

- Reading standardised assessment (NFER/NGRT)
- Phonics assessments
- Reception baseline assessment
- Cognitive Abilities Tests (CAT4)
- Pupil Attitude to Self and School (PASS) test

For some pupils, their needs may be assessed further, through, for example:

- Observation by the SENCO or other specialist
- Speech and language therapist – Paula Chapman
- Specialised testing, e.g. dyslexia/dyscalculia screener, QB tests
- Referral to external agencies or Educational Psychologist

Our teachers, pastoral leaders and school leaders closely monitor the progress and attainment of all pupils, including those who have or may have SEND. The continuous monitoring of pupils during their time at Litherland Moss will further identify pupils with a special educational need. Any member of staff can make a referral to the SENCO to ensure pupils' needs are identified and supported. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. We will use this to determine the

support that is needed and whether we can provide it by adapting our universal offer, or whether something different or additional is needed.

Some pupils may still fail to make adequate progress, despite high-quality adaptive teaching. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND Support Plan/ Learner Profile and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. Parents will be notified whenever the school's identification of their child's SEN changes.

Whilst most children with SEND will have their needs met at SEN Support, the local authority may need to carry out an Education, Health and Care (EHC) needs assessment where, despite relevant and purposeful action by the school, the child or young person has not made expected progress. The local authority decides whether an EHC plan is necessary on the basis of the statutory assessment and evidence available. Pupils with EHC plans will have a formal review at least annually to review progress, outcomes, needs and provision.

How are parents of children with SEND consulted and involved in their child's education?

Parents will be formally notified when we are making special educational provision for their child and will have at least termly opportunities to meet with a teacher/ teachers who have a good understanding of their child's needs and progress/ attainment.

We understand how important it is for professionals to listen and respond when parents express concerns about their child's development. In determining the support a child may require, we collaborate with parents to develop a shared understanding of the pupil's strengths and difficulties, agree the outcomes sought and identify next steps. Parents will normally be involved in and informed about referrals to external professionals, and consent will be obtained where required by the relevant service or professional process. Information may be shared without consent where there is a safeguarding or legal requirement, or another appropriate lawful basis. Litherland Moss provides opportunities for parents and carers to contribute to the graduated approach (assess, plan, do, review), including advice about supporting progress at home where

appropriate. Communication with parents is recorded on the school information system and agreed actions are addressed in a timely manner.

How are children and young people with SEND consulted and involved in their education?

We place high importance on every child's right to express their views, feelings and wishes in all matters affecting them. We always consider and take seriously the views of children and young people in planning and reviewing SEND provision.

All children with SEND have the opportunity to contribute their views through:

- 1-1 pupil voice/ person-centred activity meetings at least annually
- being invited to and attending review meetings, where appropriate
- access to alternative communication methods if there are verbal communication difficulties
- informal and regular opportunities to communicate with trusted adults

How will children's progress towards outcomes be assessed and reviewed?

Litherland Moss follows the Graduated Approach and the four-part cycle of **Assess, Plan, Do, Review (APDR)**.



Assess: Data on the pupil held by the school will be collated by the class/subject teacher/SENCO in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

Plan: If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.

Do: SEND support will be recorded and communicated with appropriate school staff. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

How will children with SEND be supported in moving between phases of education and in preparing for adulthood?

A number of strategies are in place to enable effective pupils’ transition. These include:

- A planned induction programme is delivered in the summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO meets with/contacts all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be sought prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- For pupils with an EHC plan, transition planning will be considered through the annual review process. Parents and pupils will be supported to consider the next phase of education in sufficient time for informed decisions and effective transition arrangements.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

What is the school's approach to teaching children/ young people with SEND?

Universal Provision – For all children with and without SEND

The greatest impact on learning and outcomes is high quality teaching. The Trust's approach to teaching and learning is underpinned by the content within the EEF report "Metacognition and self-regulation." Research consistently demonstrates the positive impact of metacognition on progress.

The Trust approach to teaching and learning outlines the expected components of teaching which all teachers should use. This cycle includes the following elements:

- Connect – activation of prior relevant knowledge and link to previous learning
- Focus – teacher exposition, including explicit sharing of knowledge and vocabulary and guided practice
- Practice – independent practice, application of knowledge and skills
- Check – checking to determine if pupils have achieved the learning aim and provide information relating to next steps.

Teachers frequently check for understanding throughout each lesson and adapt teaching in response.

Targeted Provision – For some children with SEND

Support is 'additional to and different from' the universal provision

School examples:

- Social, emotional intervention
- Lego therapy
- Social stories
- SALT
- WELCOMM
- 'Write from the start' fine motor
- RWI phonics tutoring
- 1-1 additional reading
- Beanstalk reading
- Toe by Toe
- Responsive mathematics
- Precision teaching
- Multi-sensory teaching
- Small group support
- Pre-teaching new vocabulary, knowledge or concepts
- SPLD 'hickey' approach reading intervention
- Dynamo maths
- Touch typing

Specialist Provision – For children with SEND with the highest level of need (usually linked to an Education, Health and Care Plan)

Some children and young people with more complex and significant needs may require specialist support or services to supplement what the school or setting can ordinarily offer.

School examples:

- Inclusion consultants
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychologists
- SWACA
- Social Care/Early Help
- Alder Hey
- Mental Health Support Team
- Counselling/therapeutic services
- CAMHS

How are adaptations made to the curriculum and the learning environment of children/young people with SEND?

At Litherland Moss we adapt the curriculum and the learning environment for pupils with special educational needs in line with our Accessibility Plan

[accessibility-policy-24-27](#)

We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care plans.

What arrangements support disabled pupils' access to the school?

Admission arrangements:

At Litherland Moss, we will not discriminate against disabled learners and will take all reasonable steps to provide effective educational provision. In order to ensure that learners who have a disability are catered for and are not treated less favourably than other learners, the school may seek advice from the Local Authority. It may be necessary in some cases for specialised equipment to be purchased, support staff to be deployed, and minor adaptations to be made to buildings and furniture. These will be completed in consultation with the Local Authority.

The SEND policy ensures that staff promptly and accurately identify, assess and arrange suitable provision for learners with disabilities and special educational needs. The SENDCos manage the Educational, Health and Care Plan Assessment Process, ensuring additional resources are available where appropriate.

On admission to the school, any learner with a disability would have their needs assessed by the relevant SENDCo in liaison with SLT, any relevant external agencies and the LA if appropriate. Following the initial assessment, a SEN support plan would be devised and put into action. This would set out any access arrangements or specialist equipment required, plan targets to be achieved and the provision required to enable the learner to meet those targets.

The Accessibility Action Plan (which is available on the school website) ensures the school is regularly reviewing the facilities in place to enable disabled learners to access the school.

Our school is built on the firm belief that all learners can succeed and their achievements and individual talents must be nurtured, developed and celebrated throughout their school career. It is our ambition, in partnership with our whole school community, to continually and actively promote our vision of an inclusive, vibrant, learning community that values diversity and challenges any kind of discrimination.

Preventing less favourable treatment: Litherland Moss does not treat disabled pupils less favourably because of their disability. We anticipate barriers, make reasonable adjustments and review their effectiveness so that disabled pupils can access education and school life.

Facilities and access:

Step free access to the school site and into the school buildings, disabled parking bay is available in the school car park

Routes to the main entrance are clearly signed and free from obstructions

A Disabled toilet is available

Wide corridors and access routes

Elevator access to the upper floors

Sensory space

Sensory aids e.g. wobble cushions, ear defenders, standing desks etc.

Accessibility Plan: The school's current Accessibility Plan explains how it will increase disabled pupils' participation in the curriculum, improve the physical environment and improve access to information.

[accessibility-policy-24-27](#)

How are staff trained to support children/young people with SEND, and how will specialist expertise be secured?

All teachers and teaching assistants have had the following training list of all appropriate training:

- Managing behaviours in the classroom
- Nessy Dyslexia training (online)
- AET making sense of autism

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- AET progression framework
 - Nurture and Boxall assessments
 - Metacognition and working memory
 - High-quality teaching strategies
 - Supporting pupils with ADHD (ADHD foundation)
 - Enabling environments
 - Adaptive teaching
 - Sensory processing
 - Fundamentals of writing
 - ASC awareness
 - ADHD awareness
 - Sensory circuits
 - Precision teaching
 - Inclusion consultant dyslexia training
 - Trauma informed training

In addition the following members of staff have received the following enhanced and specialist training list of members of staff, training received and qualifications gained.

NASENCo qualification – Miss T Murphy

Level 6 Early Years SENDCo qualification – Miss T Murphy

SPLD champions training – Miss N Gibson & Miss L Goldsmith

EYFS small steps of development - Miss K Patterson

OT sensory processing training - Miss N Gibson

EBSA - Mrs K Sears & Mrs N Barnes

Making sense of autism & good autism practice – Miss F Nuttall

Every voice matters (EAL) – Mrs C Balshaw

Language champions EYFS – Mr S Gill

Selective mutism – Mrs C Balshaw

Supporting the parents of our children with SEN needs – Miss J Clark

Relational support plans – Mrs K Sears

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, special schools, Educational Psychologists, Speech and language therapists, occupational therapists, physiotherapists, dyslexia specialists etc.

What steps are taken to prevent pupils with SEND from being treated less favourably than others?

Where a pupil is identified as having SEND, school will act to remove barriers to learning and put effective special educational provision in place using the graduated approach described above. We endeavour to make every effort to ensure that all teachers in the school are able to identify and provide for those pupils who have SEND. We are committed to providing a whole school approach to special educational needs and disability. We ensure that parents and carers are notified of a decision by the school that SEND provision is being made for their child. All parents and carers of children with SEND will be treated as partners and will be supported to play an active and valued role in their children's education. We will encourage pupils, where appropriate, to participate in decision making processes and contribute to the assessment of their needs, reviews and transition processes.

How does the school evaluate the effectiveness of the provision made for children/ young people with SEND?

The effectiveness of SEN provision is evaluated using appropriate qualitative and quantitative evidence. This includes progress from pupils' individual starting points; achievement of agreed outcomes; the impact of the assess-plan-do-review cycle, interventions and reasonable adjustments; delivery of provision specified in EHC plans; curriculum access, attendance, participation and inclusion; and the views of pupils and parents. Evidence is considered together to identify what is working, what needs to change and the school's priorities for improvement. Relevant findings are reported to leaders and governors.

We continuously ensure the provision has a positive impact on the outcomes for all of our children/young people. We do this in a variety of ways, including:

- Robust evaluation of policy and practice
- Implementing a SEND action plan and evaluating the areas of priorities.
- Book scrutinies
- SENCO/SLT/Governor/Trust monitoring
- Learning walks
- Staff, pupil and parent questionnaires
- Consultation with the local authority SEND advisors
- SENCOs working alongside other schools

- SENCOs attending SEND network meetings

How are children/ young people with SEND enabled to engage in all school activities?

Our extra-curricular activities, educational visits, residential visits and school events are planned to be inclusive. Pupils with SEND are encouraged and supported to participate. The school anticipates barriers, makes reasonable adjustments and considers individual needs and proportionate risk assessments so that pupils can take part as fully and safely as possible.

What support does the school provide for improving emotional and social development?

At Litherland Moss we enable all pupils to develop emotional resilience and social skills, both through direct teaching e.g. PSHE, 'The Good Morning Club', rainbow groups and indirectly with every conversation adults have with pupils throughout the day.

For some pupils who require additional support in this area we also can provide the following: e.g. access to play therapist, mentor time with member of senior leadership/pastoral team, external referral to CAMHS, external referral to Mental Health Support Team, Everton In The Community colleagues, time-out space for pupil to use etc.

How does the school involve other services to meet the needs of children/ young people with SEND and access support for families?

The school has access to all services provided by Sefton Council, who provide a comprehensive overview of all available services on their local offer website:

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

The school's contribution to the relevant Local Offer is described throughout this report. The Local Offer explains the education, health and social care support available locally for children and young people with SEND. The most commonly accessed local authority services used by Litherland Moss are:

- Inclusion consultant team
- Speech and language therapy
- Occupational health
- Physiotherapy
- Educational psychologists

- Mental health support team

Litherland Moss also accesses the following additional services:

- The Heath Family Trust central team services
- Paula Chapman speech and language
- Educational Psychologist etc

[SENDIASS Sefton](#) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

Office: 0151 511 7733 0333 323 8003 0333 323 7768

E-mail: sefton.sendiass@barnardos.org.uk

Website: <https://www.barnardosendiass.org.uk/sefton-sendiass/>

What happens if parents have a complaint about provision made at the school for their child/ young person with SEND?

The normal arrangements for the treatment of complaints at Litherland Moss are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns the class teacher, SENCo or a member of the senior leadership team to resolve the issue.

If this does not resolve the issue, a complaint may be made in accordance with the Trust's Complaints Policy, which sets out the process in more detail: [The Heath Family Trust - Policies](#)

How are children with SEND looked after by the local authority supported in school?

Our designated teacher for looked-after children is Miss T Murphy who works closely with external professionals and all staff in school to ensure they have a good understanding of the implications for those children who are looked-after and have SEND.

Looked-after children with SEND are supported in the same way as all children in school with SEND through the Graduated Response (Assess, Plan, Do, Review cycle) as above. In addition, when a child becomes looked-after, his/her social worker must ensure that the child's needs and the services to meet these are documented in a Care Plan. A Personal Education Plan (PEP) is part of the young person's care plan used to record the child's educational support and progress. A PEP is a statutory requirement to ensure that a record is maintained regarding the child's educational progress and should set out what needs to happen in

order for the child to reach their potential. The Local Authority must make sure that the PEP fully reflects the educational needs of the child, remains relevant to the child's age, ability and aptitude, and is implemented effectively. Where a looked-after child is on the SEND register, PEPs should be aligned with the EHCP, if one applies, or with any other school support documents.

A decorative graphic consisting of several overlapping, curved, teardrop-like shapes in shades of purple, lavender, yellow, and teal, creating a layered, abstract background.

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