

Rice Lane Primary School and Nursery



Special Educational Needs Information Report 2026-2027

This report outlines how Rice Lane Primary School and Nursery implements its SEND Policy in accordance with the Children and Families Act 2014, the SEND Code of Practice (0-25 years) and the SEND Regulations 2014.

We are committed to providing an inclusive environment where all pupils are valued, supported and encouraged to achieve their full potential. SEND may relate to one or more of the four areas identified within the SEND Code of Practice: **Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health (SEMH), and Sensory and/or Physical Needs.**

1. Information about Rice Lane's policies for identification and assessment and provision for pupils with SEND

Children may be identified as having SEND through teacher observations, assessment information, discussions with parents/carers, information from previous settings, and advice from health or educational professionals.

We work closely with a range of agencies including the Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, Physiotherapy, School Health, the Sensory Service and Liverpool SEND Services.

A pupil may be identified as having SEND when their progress is significantly slower than that of their peers, when a gap is developing between them and their peers, or when additional provision is required to support access to learning.

Provision follows the graduated approach of **Assess, Plan, Do, Review**. Class teachers regularly assess progress through observations, phonics assessments, NFER assessments and day-to-day classroom practice. Where concerns remain, support may include a Pupil Passport, targeted intervention, a Learning Plan with SMART targets, involvement of external agencies or, where appropriate, a request for an Education, Health and Care Needs Assessment

2. The school's approach to teaching pupils with SEND:

- * How adaptations are made to the curriculum and learning environment of pupils with SEND
- * Support that is available for improving the social, emotional and mental health of pupils with SEND

We believe inclusive education means enabling all pupils to learn, participate and succeed alongside their peers.

Through Quality First Teaching, staff adapt learning using a range of approaches including differentiated resources, scaffolding, flexible grouping, additional adult support, visual prompts, assistive technology, pre-teaching, adapted tasks and enrichment opportunities. Additional support may include guided reading and writing groups, phonics interventions, Lexia, targeted tutoring, maths intervention programmes, small-group teaching and individual support sessions.

Communication and language development is supported through WellComm screening, NELI, Chatterbugs, Time to Talk, Social Communication Groups, Lego Therapy, Social Stories and Comic Strip Conversations.

SEMH support may include Learning Mentor sessions, Educational Mental Health Practitioner referrals, CAMHS involvement, bereavement support, play therapy, personalised PSHE provision and access to regulation and sensory spaces.

For pupils with sensory or physical needs, support may include advice from the Sensory Service, specialist equipment, Occupational Therapy programmes, Physiotherapy programmes, sensory circuits and adapted learning environments.

Our aim is for pupils with SEND to make good progress, develop confidence and independence, participate fully in school life, prepare successfully for the next stage of education and achieve positive long-term outcomes.

3. The school's approach to teaching pupils with SEND:

Class Teachers

Class teachers are responsible for delivering Quality First Teaching, assessing progress, planning and reviewing provision, writing and reviewing Learning Plans, liaising with parents/carers, overseeing interventions and ensuring that all adults supporting pupils understand individual needs and agreed strategies.

SENDCo

The SENDCo coordinates SEND provision across the school, supports staff, liaises with parents and external agencies, monitors provision and ensures statutory responsibilities are met.

4. Contact Information Name of SENDCo:

Name of SEND

Governor:

Contact information:

SENDCo (Interim): Mrs Nikki Blain

SENDCo (Maternity Leave): Mrs Sara Conneely

SEND Governor: Mrs Elizabeth Baxter

Telephone: 0151 525 9776

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

Mrs Sara Conneely is a qualified teacher and holds the National Award for SEND Coordination (NASENCO).

All teachers hold recognised teaching qualifications and teaching assistants hold appropriate support qualifications. Staff receive ongoing professional development linked to SEND and specialist training is accessed according to the needs of pupils within school.

The SEND Governor works alongside the Headteacher and SENDCo to monitor provision and support the school's strategic development of SEND.

6. Information about how equipment and facilities support children with SEND.

The school makes reasonable adjustments to ensure pupils with SEND can access the curriculum and wider school life.

Support is provided through a graduated model of provision. Universal provision includes Quality First Teaching and appropriate classroom adaptations. Targeted provision may include interventions and Learning Plans. Specialist provision may involve advice from external professionals and support linked to an EHCP.

Learning Plans are reviewed termly with pupils and parents/carers. Individual Healthcare Plans may also be developed for pupils with medical needs.

The school has accessible facilities and can access specialist equipment, resources and environmental adaptations when required. Further details are available within the school's Accessibility Plan.

Where an EHCP is required, the Local Authority works in partnership with parents, professionals and the school to identify the most appropriate educational placement.

7. The arrangements for consulting parents of children with SEND and involving such parents in the education of their child.

We recognise parents and carers as key partners in their child's education.

Parents are involved through review meetings, parent consultation evenings, coffee mornings, celebration events, curriculum workshops, Early Help support, school communication systems such as Arbor and ongoing discussions with teachers and SEND staff.

Guidance and signposting to additional services are provided where appropriate.

8. The arrangements for consulting children with SEND and involving them in their education.

Pupils are encouraged to contribute to decisions about their support. They are given opportunities to share their views, contribute to Pupil Passports and Learning Plans, discuss strategies that help them learn and participate in reviews of interventions and provision.

We believe pupil voice is essential in ensuring support is effective and meaningful.

9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school
Any parent or carer with concerns regarding SEND provision should initially speak to the SENDCo. If concerns remain unresolved, they should contact the Headteacher. Further concerns may be addressed through the school's Complaints Policy, which is available on the school website. Independent advice and support can also be accessed through Liverpool SENDIASS.
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and supporting the families of such pupils.
The school works in partnership with a range of external agencies including Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, School Health Services, CAMHS, the Sensory Service, Early Help, Social Care and Liverpool SEND Services. These agencies may contribute to assessment, planning, intervention programmes, staff training and reviews of provision for individual pupils.
11. The contact details of support services for the parents of pupils with SEND, including those Parent Partnerships at Liverpool City Council. They will ensure that you are fully supported and guide you through the process made in accordance with section 32.
Liverpool and Knowsley SENDIASS Telephone: 0800 012 9066 SENDIASS provides free, confidential and impartial information, advice and support for parents, carers and young people with SEND. Additional information, services and support can be found through Liverpool's SEND Local Offer: https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localoffer_channel=0
12. The school's arrangements for supporting pupils with SEND in a transfer between phases of education.
We recognise that transitions can be an anxious time for some pupils and families. When children join our Nursery or Reception classes, staff liaise with previous settings and families, arrange visits where appropriate and provide enhanced transition support for pupils who require it. When pupils move between year groups, teachers share information about strengths, needs and successful strategies. All pupils participate in transition activities and some receive additional visits or personalised support. When pupils move to a new school, including secondary school, relevant information is shared with receiving staff and additional meetings or transition arrangements are organised where required.
13. information on where the local authority's local offer is published.
Liverpool's SEND Local Offer https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localoffer_channel=0