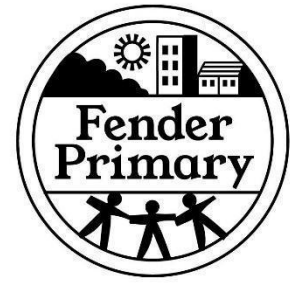


Special Educational Needs and Disabilities Report for Fender Primary School



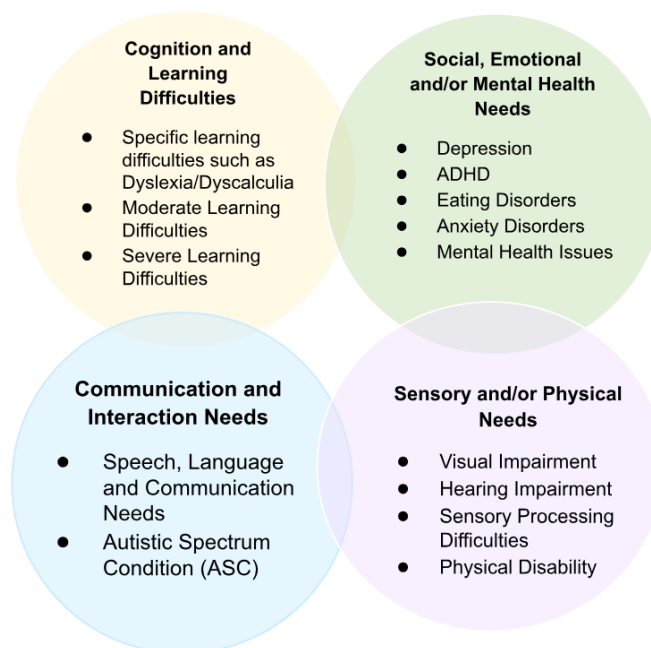
At Fender Primary School, we are committed to providing an inclusive and supportive learning environment for all our students, including those with Special Educational Needs and Disabilities (SEND). With a diverse range of needs, including ACES, communication and language difficulties, cognitive challenges and social, emotional, and mental health concerns, we aim to ensure that every child is given the opportunity to thrive and achieve their full potential. Our approach is rooted in individualised support, high-quality teaching and a collaborative partnership with parents and external agencies, all designed to cater to the unique needs of each student.

This report will outline what provision we offer for our children and how we aim to cater to their needs through our inclusive approach.

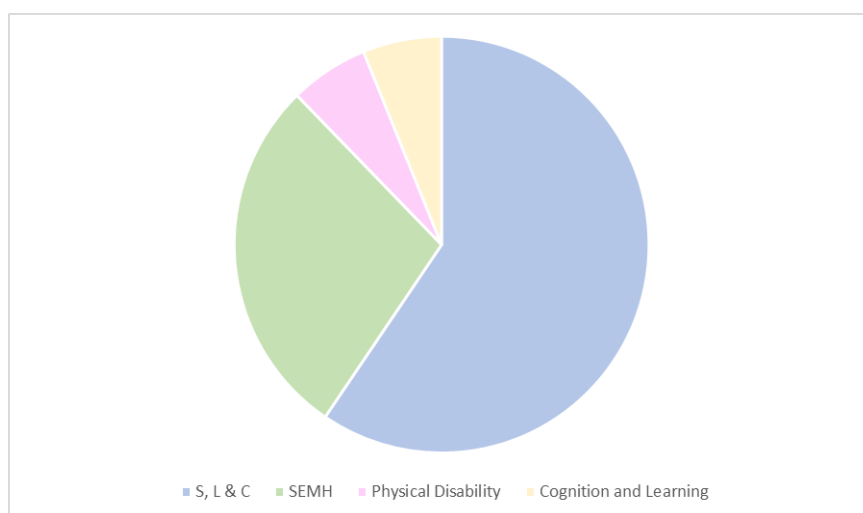
SEND at Fender Primary School

At Fender, 44% of our children are currently on our SEND register. Their needs can be categorised into the four main areas of SEND as outlined in the 2014 SEND Code of Practice:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and/or Mental Health
- Physical and/or Sensory



According to our current SEND register 21.% of our children currently have Speech, Language and Communication as their primary SEND need, just over 12% struggle with SEMH, 2% of our children have a primary physical or sensory need whilst 1% present as having a cognitive barrier as their primary need. If a child has a medical need, the SENCO alongside relevant medical professionals and in consultation with parents/carers will compile an Individual Health Care Plan (HCP) which will outline their needs and how best to support them in school. Our school currently has three LA maintained Resourced Provision classes (Year 1 & 2, Year 3 & 4 and Year 5 & 6) – the criteria for our resource provision classes are: the child must have a primary need of Social Communication or Autism, they must have an EHCP and they must have the capability to include in our mainstream classes.



Process for identifying SEND

At Fender, the process for identifying SEND is a collaborative and ongoing approach involving class teacher, the SENCO (Mrs Anderson) and parents. We fully understand that early identification is crucial to ensure timely support for all pupils and we strive to achieve this as much as possible.

At Fender, concerns around SEND are often first identified by the class teacher; they may notice a child experiencing difficulties with learning, behaviour, communication, or social and emotional development. The class teacher will gather initial observations and evidence, then consult with the SENCO to discuss next steps. Parents are involved early in the process to share their insights and ensure a collaborative approach. We follow the Graduated Approach, which uses the assess, plan, do, review cycle. The child's needs are assessed through observations, data, and discussions before a plan of targeted support is agreed with input from the teacher, SENCO, and parents. The support is then implemented (do) within the classroom through strategies, interventions, or differentiated teaching and progress is regularly reviewed to evaluate effectiveness and adapt provision. Through this cycle, we can determine the level of need: whether support can be met through universal classroom strategies (Tier 1), requires targeted small-group or additional interventions (Tier 2), or needs more specialist involvement and individualised provision (Tier 3). This structured process ensures early identification, tailored support and clear communication between school and home.

If we have followed the 4-step cycle of the Graduated Approach multiple times and we feel the child is still struggling and needs further support and all parties are in agreement, the SENCO will request an EHCP assessment from the LA.

Inclusion at Fender Primary

We are dedicated to creating an inclusive environment where all children, regardless of their abilities or needs, feel valued and supported. We embrace diversity and strive to

ensure that every child has the opportunity to participate fully in school life. In the classroom, we adapt teaching to meet the individual needs of all students, ensuring that children with SEND can access the curriculum alongside their peers.

Beyond the classroom, we actively promote inclusion by offering a wide range of extra-curricular clubs that are accessible to all children, including those with SEND. We also encourage all children to take part in school trips, ensuring that any reasonable adjustments, such as additional support or sensory adjustments, are in place. Our inclusive approach is built on fostering a positive school culture where every child's strengths are celebrated and they are encouraged to achieve their full potential in a supportive and welcoming environment. We provide tailored pastoral support to help children to feel safe and secure at Fender. We ensure that children have access to trusted adults, such as key workers, ELSA, members of SLT who are available for one-on-one conversations to listen to their views and address any concerns they may have. We also incorporate regular check-ins with children to ensure they feel heard and understood. To promote positive social interactions and prevent bullying, we implement anti-bullying policies that are actively promoted throughout the school, alongside social skills groups which include friendship groups and Lego therapy - we also work closely with the Mental Health Support Team who undertake weekly sessions with chosen children and families and offer them support and guidance on how to manage their concerns. These measures help build self-confidence, encourage positive relationships and ensure that all children feel safe, respected, and included.

Transitions

We recognise the importance of smooth transitions for our SEND children, particularly during key stage transitions such as moving from nursery into our F2 and from Year 6 to high school. To support these transitions, we work closely with parents, external professionals and receiving schools to ensure continuity in care and learning. For nursery to F2 transitions, we arrange visits for children to meet their new teachers and

explore the learning environment before starting full-time, helping them to feel familiar and comfortable with the new setting. During the transition we ensure that any specific needs are communicated to the new class teacher, with appropriate adjustments in place prior to the child starting. For the transition from Year 6 to high school, we facilitate meetings between the primary school and the receiving school's SENCO to discuss individual support plans, ensuring that the child's needs are understood and appropriate provisions are ready. Additional transition visits, where children can meet their new teachers and explore their new school environment, are also organised, with targeted support during this time to help reduce anxiety and build confidence. Throughout both transitions, we maintain open lines of communication with parents to ensure they are involved and informed at every step.

Adaptive teaching

At Fender Primary, we are committed to adapting our teaching methods to ensure that all children, including those with SEND, can fully access the curriculum and thrive in their learning. As part of our universal offer (Tier 1), we prioritise high-quality teaching in every classroom, with inclusive strategies and adaptations at the heart of our practice. We believe that when high-quality teaching is consistently embedded, fewer children will require additional support at Tier 2 or Tier 3 level of the Graduated Approach. This universal provision includes strategies such as using visual aids (pictures, diagrams, or symbols) to support children with communication or processing difficulties, providing resources such as coloured overlays, modified texts, or extra time for children with dyslexia and adjusting the level of challenge or mode of presentation to meet individual learning styles. For children with attention or focus difficulties, teachers may build in regular movement breaks, offer small-group work, or use tools such as visual timers to sustain engagement. Peer support is also encouraged, pairing children with understanding classmates to promote collaboration and social inclusion. These strategies are regularly reviewed and refined through the assess, plan, do, review cycle,

ensuring they continue to meet the needs of all learners and provide a strong foundation before moving to more targeted (Tier 2) or specialist (Tier 3) interventions.

To help us to stay up to date on current advice and guidance the SENCO will regularly reach out to outside agencies to ask for support and strategies to ensure we are meeting each child's needs as best as possible. These agencies can include: CAHMs, Educational Psychologists, EHCP co-ordinator, Occupational Therapist, Outreach support from specialist schools and Mental Health Support team (MHST).

We also ensure our staff have access to extensive SEND CPD opportunities which includes visits to local special schools, ASC training, self-regulation training, ODD training and ADHD training.

Concerns

If a parent feels that there is an issue related to SEND we would advise them to contact the class teacher in the first instance as and when the situation arises. We will do our best to handle it internally when possible and we will follow the school's complaints procedure. Parents are also welcome to contact the SENCO (Stevie Anderson) on 0151 6770425.

More information regarding complaints procedures can be found on the Local Offer <https://localofferwirral.org/help-for-your-child/sen-and-disabilities/>