PALACE FIELDS PRIMARY SCHOOL
SEND Information Report
2026-2027

Date reviewed: September 2026 Date approved: 18th September 2026 Next review: September 2027

School Leaders of Special Educational Needs and Disabilities (SEND)	Headteacher – Genna Hitchin SENDCO – Rebecca Harper SEND Governor – Lynda Klopp

School Address	Palace Fields Primary School, Badger Close, Runcorn, WA7 2QW
School Telephone Number	01928 716521
School Email Address	LConnor@pfp.theheathfamily.org.uk
School Website Address	https://www.palacefieldsprimary.org.uk/

This report operates in conjunction with The Special Educational Needs and Disabilities Policy 2026/27 https://www.palacefieldsprimary.org.uk/page/?title=Policies&pid=14. It is reviewed annually and updated as soon as possible if information changes during the year.

What Special Educational Needs are provided for?

Palace Fields Primary School 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. Palace Fields Primary School 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 Palace Fields Primary School 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)
- Reception baseline assessment
- Thrive Assessment
- WELLCOMM assessment
- YARC Assessment

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

- Observation by the SENCO or other specialist
- Specialised testing, e.g. dyslexia screener
- 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 Palace Fields Primary School 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. Palace Fields Primary School 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?

Palace Fields Primary School 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
- **Time-limited, evidence-informed interventions** – Structured programmes targeting specific gaps (e.g. phonics, reading fluency, mastering number,).
- **Small group or short-term 1:1 support -**offered by teacher or TA
- **Pre-teaching and overlearning** – Key vocabulary and concepts taught ahead of lessons and revisited regularly.
- **Adapted resources and task design** – Visual supports, reduced cognitive load, and assistive technology used where appropriate to ensure accessibility for all pupils.
- **Graduated approach with precise targets and parent/carer involvement –** Assess–Plan–Do–Review cycles set SMART outcomes linked to each pupil's barriers, with shared strategies to support learning at home and regular reviews (SEND support plans for all pupils on the SEND register).
- **Structured scaffolds -** targeted to pupils' specific learning barriers to support access and progress.

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.
- **Highly individualised provision** – Personalised outcomes and support plans linked to assessed needs (often part of an EHCP).
- **Specialist teaching approaches** – Structured, cumulative, multi-sensory programmes (e.g. Hickey multi-sensory language programme for dyslexia).
- **Regular 1:1 specialist intervention** – Delivered by staff under guidance from specialists.
- Significant adaptation of curriculum – Modified pace, content, recording methods and outcomes where necessary.

- **Assistive technology** – Specialist software, recording devices, reading pens, or alternative methods of access.
- **Frequent review and multi-agency involvement** – Ongoing Assess–Plan–Do-Review
- **Staff expertise and training** – Teachers and support staff trained in specific learning difficulties and evidence-based approaches.

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

At Palace Fields Primary School we adapt the curriculum and the learning environment for pupils with special educational needs in line with our Accessibility Plan https://www.palacefieldsprimary.org.uk/attachments/download.asp?file=608&type=pdf. 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: Palace Fields Primary School follows the same admission arrangements for all pupils, in accordance with the school's Admissions Policy and relevant statutory requirements.

Where a pupil has a disability or additional access requirements, Palace Fields Primary School works in partnership with parents/carers and relevant professionals to identify and put in place appropriate reasonable adjustments and support to ensure that the pupil can access the school environment, admission process and education fairly and with appropriate support.

Information regarding a pupil's needs is considered as part of the transition and admission process, enabling the school to plan appropriate support and accessibility arrangements prior to the pupil starting school.

For further information, please refer to the school's Admissions Policy: https://www.palacefieldsprimary.org.uk/attachments/download.asp?file=955&type=pdf

Preventing less favourable treatment: Palace Fields Primary School 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: Palace Fields Primary School is committed to ensuring that disabled pupils can access the school environment, facilities and learning opportunities as independently as possible.

Physical access arrangements include accessible entrances and pathways, appropriate access to classrooms and communal areas and accessible toilet facilities. Where required, reasonable adjustments are made to the school environment to meet individual pupils' needs.

Palace Fields Primary School provides appropriate equipment and resources to support pupils with physical, sensory, communication and learning needs. This may include specialist seating, writing and recording equipment, visual timetables, now-and-next boards, communication aids and other adapted resources.

Staff use a range of communication strategies to support pupils, including visual supports, clear and simplified instructions, modelling, repetition and additional processing time where appropriate. Individual communication needs are identified and incorporated into pupils' support plans.

Where specialist equipment or advice is required, we work with parents/carers and relevant external professionals to identify appropriate resources and adjustments. Staff are supported to understand and implement recommended strategies and adaptations.

The accessibility of the school environment and the effectiveness of reasonable adjustments are reviewed regularly to ensure that pupils' changing needs are appropriately supported.

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.

https://www.palacefieldsprimary.org.uk/attachments/download.asp?file=608&type=pdf

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:

- Read, Write Inc
- Fast track tutoring
- SEND awareness
- Quality first teaching to support students with Autism and ADHD.
- Trauma informed practice
- Thrive training
- Asthma training

In addition, the following members of staff have received the following enhanced and specialist training:

Genna Hitchin: BSc (hons) Speech and Language Therapy, NASENCO award, Mental Health First Aider

Victoria Hughes: Lead Thrive Practitioner, Bereavement, Mental Health First Aider, Senior Mental Health Leadership Certificate

Jayne Clarke: Thrive practitioner

Michelle McCaffrey – Fresh Start

Genna Hitchin, Libby Connor – Epilepsy training and peg feeding training

Genna Hitchin, Libby Connor, Kerry Edwards – diabetes in school training

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 Palace Fields Primary School we enable all pupils to develop emotional resilience and social skills, both through direct teaching e.g. PSHE/PATHS 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: access to Thrive support, sensory room access and/or external referral to CAHMS.

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 Halton Borough Council, who provide a comprehensive overview of all available services on their local offer website: https://localoffer.haltonfamilyhubs.co.uk/send-home

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 Palace Fields Primary School are:

- Woodview Child Development Centre – Occupational Therapy, Physiotherapy, Paediatrician
- Communicate – Speech and Language Therapy
- Halton Specialist Advisory service – specialist teachers for autism, hearing impairments, cognition and learning
- Halton Educational Psychology Team

Palace Fields Primary School also accesses the following additional services:

- The Heath Family Trust central team services

SENDIASS provides free, impartial and confidential information, advice and support to children and young people with SEND aged 0 to 25 and their parents or carers. This includes support relating to SEN provision, EHC needs assessments and EHC plans. SENDIASS Halton

Halton SENDIASS — 0151 511 7733 — sendiass@halton.gov.uk — https://sendiasshalton.co.uk/
Sefton SENDIASS — 0333 323 8003 — sefton.sendiass@barnardos.org.uk — https://www.barnardossendiass.org.uk/sefton-sendiass/sendiass@halton.gov.uksefton.sendiass@barnardos.org.ukliverpoolknowsleysendiass@barnardos.org.uk

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 Palace Fields Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with class teachers/SENDCo 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 Rebecca Harper. Rebecca Harper works to ensure all teachers in school understand 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.

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