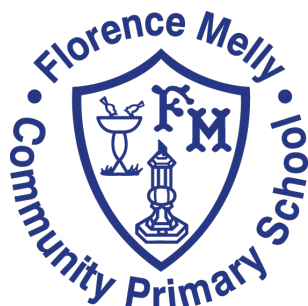


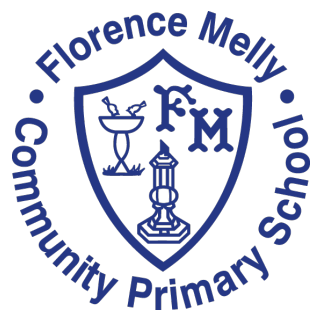


Florence Melly Community Primary School

SEND Information Report

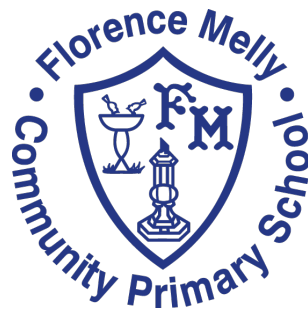
Policy Title:	SEND Information Report		Date written:	September 2024
Written by:	Christina O'Keefe (Deputy Headteacher/ Inclusion Lead/SENCo)		New or revised policy:	Revised (Version 4)
Implementation	Date of ratification:	Date presented to staff:	Date of renewal:	
	October 2026	September 2026	September 2027	





Policy Version Control

Date of Update	Overview of changes made	Version
September 2024	Minor changes, mainly to dates, but also the addition of a bullet point about staff being aware of their responsibilities under the DfE Data Protection guidance for schools.	V2
September 2025	Annual update to reflect the current provision for our SEND pupils.	V3
September 2026	Comprehensive review and redevelopment of the SEND Information Report to reflect current SEND provision, statutory guidance and the school's inclusive vision. Updates include revised SEND cohort data, enhanced information regarding The Nest and The Den resourced provisions, expanded information about pupil voice, attendance, emotional wellbeing, transition arrangements and staff expertise. The report has been restructured to improve accessibility for parents and stakeholders, strengthen alignment with the SEND Code of Practice and better demonstrate the school's inclusive practice, specialist provision, multi-agency working and strategic priorities for SEND development.	V4



SEND Information Report

September 2026

SENCo: Mrs Christina O'Keefe

Contact: 0151 226 1929 or c.okeefe@fmp.liverpool.sch.uk

SEND Link Governor(s): Mrs Janet Matthews and Mr James McDonald

Local Offer Contribution: [Liverpool Family Information & SEND Directory | Florence Melly Community Primary School](#)

As of July 2026, we have **156 pupils receiving SEND Support or provision through an Education, Health and Care Plan (EHCP)**. This represents approximately **34.5% of pupils on roll**. The school currently has **41 pupils with an EHCP (9.1%)**, significantly above both local and national averages. We also have a number of pupils progressing through the statutory assessment process.

Our Approach as a School

High-quality adaptive teaching forms the foundation of provision across Florence Melly Community Primary School.

We recognise that every child is unique and that effective teaching, targeted support, specialist intervention and strong relationships work together to enable pupils with SEND to achieve positive outcomes.

Our approach is underpinned by:

- High expectations for all learners.
- A culture of inclusion, belonging and achievement.
- Early identification and intervention.
- Person-centred planning.
- Close partnership with families.
- Effective multi-agency working.
- Continuous review through the Graduated Approach.
- Preparation for future transitions and adulthood.

We make it a priority to discuss our DREAMS core values and aspirations with all learners and strive to ensure that every child believes: **"If you can dream it, you can do it!"**

The Graduated Approach

To reflect the Code of Practice (2014), in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). *'Every teacher is a teacher of every child or young person, including those with special educational needs or disabilities.'*

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

Assess

We analyse the child's needs using:

- Teacher assessment.
- Progress information.
- Pupil voice.
- Parent/carer views.
- External professional advice where appropriate.

Plan

The teacher and SENCo work alongside parents/carers and pupils to agree:

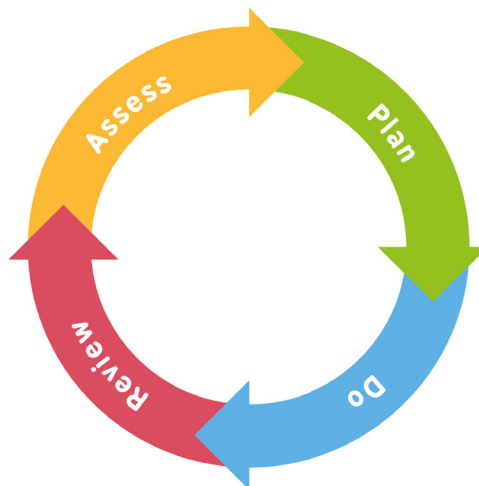
- Outcomes.
- Support strategies.
- Adjustments.
- Intervention plans.
- Review dates.

Do

The class teacher remains responsible and accountable for the progress and development of all pupils, including where interventions are delivered by support staff or specialist professionals.

Review

Provision is reviewed regularly and adapted where necessary to ensure positive outcomes and continued progress.



Participation of Children and Young People

At Florence Melly Community Primary School, pupil voice is central to SEND provision.

Children contribute to decisions regarding:

- Learning plans.
- One Page Profiles.
- EHCP reviews.

- Transition planning.
- Wellbeing support.
- School leadership opportunities.

Pupil voice is gathered through:

- One Page Profiles.
- Learning Plan Reviews.
- EHCP Annual Reviews.
- Pupil questionnaires.
- Informal discussions.
- Junior Leadership Team and wider leadership opportunities.

We believe children should be active participants in decisions affecting their education and support.

Attendance and SEND

The school recognises the close relationship between attendance, wellbeing and educational outcomes.

Where pupils with SEND experience attendance difficulties we work collaboratively with:

- Families.
- Health professionals.
- Liverpool Local Authority.
- External agencies.

Support may include:

- Individual attendance plans.
- Graduated reintegration programmes.
- Reasonable adjustments.
- Reduced timetables where professionally recommended.
- Multi-agency support.

Attendance is monitored carefully to identify barriers early and ensure children remain engaged in learning. During Summer 2026, the school supported three pupils through carefully monitored reduced timetables as part of wider SEND and safeguarding plans.

SEN Needs

The SEND Code of Practice identifies four broad areas of need.

1. Communication and Interaction

Children with communication and interaction needs may experience difficulties with understanding language, expressing themselves, social communication, speech development or interacting appropriately with others. This may include pupils with Speech, Language and Communication Needs (SLCN) or Autism Spectrum Condition (ASC).

How we identify needs

Identification takes place through:

- Teacher observations.
- Parent/carers concerns.

- WellComm assessments.
- Speech and language screening.
- Educational Psychology advice.
- Specialist assessments from external professionals.

Early identification is a particular strength within our Early Years provision and enables support to be implemented quickly.

How we support pupils

Support is personalised and may include:

- Adapted language and communication strategies.
- Visual supports.
- Structured routines and timetables.
- Social communication support.
- Additional adult guidance.
- Communication-friendly learning environments.
- Alternative communication approaches where necessary.

Examples of provision and interventions

- WellComm.
- NELI (Nuffield Early Language Intervention).
- Talking Partners.
- Time to Talk.
- Talkabout.
- Socially Speaking.
- Social Stories.
- Bucket Therapy.
- Intensive Interaction.
- Lego Therapy.
- Communication-focused provision within The Nest and The Den.

Specialist support and external agencies

The school works closely with:

- Speech and Language Therapy Services.
- Together Trust.
- OSSME.
- SENISS.
- Educational Psychology Service.

Staff receive regular training to ensure communication needs are understood and supported effectively across the school.

2. Cognition and Learning

Children with cognition and learning needs may learn at a slower pace than their peers, experience difficulties in specific curriculum areas, require greater levels of repetition or support, or have specific learning differences such as dyslexia.

How we identify needs

Identification may involve:

- Teacher assessments.
- Pupil progress monitoring.
- Reading and spelling assessments.
- Standardised assessments.
- Classroom observations.
- Educational Psychology involvement.
- Advice from specialist services.

How we support pupils

Support is carefully matched to individual needs and may include:

- High-quality adaptive teaching.
- Curriculum scaffolding.
- Precision teaching approaches.
- Small-group intervention.
- Over-learning and reinforcement.
- Pre-teaching of key concepts.
- Adapted resources and recording methods.

Examples of provision and interventions

- Precision Teaching.
- Toe by Toe.
- Read Write Inc interventions.
- Lexia.
- Working Memory interventions.
- TT Rockstars support.
- Small-group literacy and numeracy interventions.
- Additional teacher support.
- Personalised learning plans.

Specialist support and external agencies

Where appropriate, support may be sought from:

- Educational Psychology Service.
- SENISS.
- Dyslexia Teaching School.
- OSSME.
- Local Authority specialist services.

Regular review ensures that provision remains responsive and effective in enabling pupils to achieve positive outcomes.

3. Social, Emotional and Mental Health (SEMH)

Children with SEMH needs may experience difficulties which affect their emotional wellbeing, relationships, behaviour, self-esteem, emotional regulation or ability to engage in learning. Some pupils may also experience mental health difficulties, trauma-related experiences or neurodevelopmental differences such as ADHD and Autism.

How we identify needs

Needs may be identified through:

- Observations by school staff.
- Pupil voice.
- Parent/carer concerns.
- Attendance patterns.
- Behaviour monitoring.
- Pastoral support records.
- Assessments and advice from external professionals.

How we support pupils

Our approach focuses on relationships, regulation and emotional wellbeing.

Support may include:

- Trusted key adults.
- Pastoral support.
- Emotional coaching.
- Regulation strategies.
- Safe and supportive environments.
- Adapted routines and expectations.
- Individual support plans.
- Opportunities to develop emotional literacy and resilience.

Examples of provision and interventions

- Zones of Regulation.
- ELSA-informed approaches.
- Lego Therapy.
- Think Yourself Great.
- Therapeutic Play.
- Social Stories.
- Sensory Regulation Programmes.
- Personalised support through The Nest and The Den.
- Emotional wellbeing support from our Pastoral Team.

Specialist support and external agencies

The school works closely with:

- Mental Health Support Team (MHST).
- CAMHS.
- Seedlings.
- Behaviour Intervention Team.
- Educational Psychology Service.
- Family Help Services.

We recognise and celebrate neurodiversity and adopt a strengths-based approach which values each child's individual profile, abilities and potential.

4. Sensory and/or Physical Needs

Some children may experience physical disabilities, medical needs, sensory processing differences, hearing impairment, visual impairment or difficulties with fine and gross motor development which impact access to learning and school life.

How we identify needs

Needs may be identified through:

- Parent/carer information.
- Medical professionals.
- Occupational Therapy assessments.
- Physiotherapy assessments.
- Sensory observations.
- Educational Psychology advice.
- School-based monitoring.

How we support pupils

We are committed to ensuring that all pupils can access learning, enrichment opportunities and wider school life.

Support may include:

- Reasonable adjustments.
- Adapted equipment and resources.
- Specialist seating or furniture.
- Movement and sensory breaks.
- Personalised sensory resources.
- Individual Healthcare Plans.
- Accessibility adaptations.
- Support for educational visits and extracurricular activities.

Examples of provision and interventions

- Sensory Circuits.
- Regulation Stations.
- Fine Motor interventions.
- Gross Motor interventions.
- Personalised sensory diets.
- Adapted classroom environments.
- Use of specialist equipment.
- Medical and healthcare support plans.

Specialist support and external agencies

The school works closely with:

- Occupational Therapy.
- Physiotherapy.
- School Health Service.
- Alder Hey Children's Hospital services.
- Together Trust.
- OSSME.
- SENISS.
- Medical professionals and specialist consultants.

Florence Melly Community Primary School is fully wheelchair accessible and is committed to ensuring that pupils with sensory, physical and medical needs can participate fully in all aspects of school life, including educational visits, enrichment opportunities and extracurricular activities.

Provision is further supported through our Supporting Pupils with Medical Conditions Policy, Supporting Children with Medical Needs Who Cannot Attend School Policy and Allergy Safety Policy.

In-House Resourced Provision

As part of our commitment to ensuring that all children can achieve and thrive within an inclusive mainstream environment, Florence Melly Community Primary School has developed two specialist in-house resourced provisions: **The Nest** and **The Den**. These provisions have been established by the school in response to the increasing number of pupils presenting with complex SEND profiles and the growing need for highly personalised support within a mainstream setting.

Both provisions have been carefully designed to provide additional specialist support for pupils whose needs cannot always be fully met through classroom-based provision alone. They enable children to access tailored learning opportunities, specialist interventions, enhanced adult support, sensory and regulation strategies, and highly personalised approaches whilst remaining active members of the wider school community.

The ethos underpinning both provisions is one of inclusion, belonging and aspiration. Wherever possible, pupils continue to access mainstream learning, social opportunities, enrichment activities and wider school experiences alongside their peers, with support carefully matched to their individual strengths, needs and outcomes.

Provision within The Nest and The Den is regularly reviewed to ensure it remains responsive to pupils' evolving needs. Placement decisions are informed through close collaboration with parents/carers, school staff, external professionals and, where appropriate, the pupils themselves.

Our in-house resourced provisions are a significant strength of our inclusive offer and reflect our determination to ensure that children with the most complex needs are able to thrive, achieve positive outcomes and develop the skills, confidence and independence needed for future success.

The development of The Nest and The Den demonstrates our commitment to providing specialist support within an inclusive mainstream setting. This approach closely reflects emerging national priorities for SEND and inclusion, including the move towards a more inclusive education system where children can access specialist expertise, targeted intervention and personalised provision whilst remaining part of their local school community wherever appropriate.

The Nest

The Nest is our specialised early-years resource base supporting pupils with significant and complex needs.

It currently supports pupils across Reception, Year 1 and Year 2 and provides:

- Highly personalised learning pathways.
- Intensive communication support.
- Specialist intervention programmes.
- Enhanced adult support.
- Regulation-based approaches.

The provision continues to evolve through collaboration with specialist SEND partners to further strengthen our curriculum for pre-formal and semi-formal learners.

The Den

The Den continues to provide highly personalised support for pupils across Key Stage One and Lower Key Stage Two.

The Den supports pupils through:

- Personalised timetables.
- Emotional regulation support.
- Specialist teaching.
- Curriculum adaptation.
- Inclusive access to mainstream learning.

This model allows pupils to remain active members of the wider school community whilst accessing tailored support that meets their individual needs.

Co-Producing with Children and Parents

Involving parents/carers and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Learning Plan Review	Children Parents/carers Class teachers Key staff members SENCo (if needed)	Bi-annually
EHCP Annual Review	SENCo Children Parents/carers Key staff members Professionals involved LA (if key transfer year)	Annually
One Page Profile Review	Children Parents/carers Class teachers Key staff members SENCo (if needed)	Termly
Parent/Carer Meetings	Parents/carers Class teachers Key staff members SENCo (if needed)	Termly
Specialist Services Meetings	Specialist professionals SENCo Children Parents/carers Key staff members	As frequently as needed

Parent/Carer Training	Specialist professionals SENCo Mental Health Lead Parents/carers Key staff members	At least half-termly and/or when training is available
Open Door Policy	Children Parents/carers Class teachers Key staff members SENCo (if needed) SLT (if needed)	As and when needed

Staff Expertise and Professional Development

At Florence Melly Community Primary School, we recognise that the quality of provision for pupils with SEND is strengthened by knowledgeable, skilled and reflective staff. We are committed to ensuring that all staff receive high-quality professional development so that they are equipped to meet the needs of an increasingly diverse range of learners.

Our SEND provision is led by Mrs Christina O'Keefe, Deputy Headteacher and SENCo, who holds the National Award for SEND Coordination and has extensive experience in SEND leadership, attachment and trauma-informed practice, therapeutic approaches, sensory regulation, communication and interaction needs, and inclusive school development. The SEND team also benefits from specialist expertise across a range of areas, including dyslexia, speech and language development, social communication, autism, emotional wellbeing, therapeutic interventions, sensory processing, physical and medical needs, and neurodiversity.

We are proud to have developed a highly skilled team of teachers, support staff and pastoral professionals who work collaboratively to support pupils with SEND throughout the school. Staff expertise across the school includes:

- SEND leadership and strategic development.
- Dyslexia and literacy difficulties.
- Autism and social communication needs.
- Speech, language and communication.
- Attachment, trauma and adverse childhood experiences (ACEs).
- Therapeutic approaches and therapeutic play.
- Emotional wellbeing and mental health.
- Sensory processing and sensory regulation.
- Intensive Interaction and Bucket Therapy.
- Makaton, Signalong and Alternative Augmentative Communication (AAC).
- Precision Teaching.
- Lego Therapy.
- Neurodiversity-affirming practice.
- Medical and physical needs.
- Early Years SEND and early identification.

The school's commitment to inclusion extends beyond specialist staff. We firmly believe that every teacher is a teacher of every child, including those with SEND. As a result, all staff receive regular training and development opportunities to strengthen inclusive classroom practice and further develop their understanding of a wide range of additional needs.

During the 2025-2026 academic year, staff engaged in a wide range of SEND and inclusion-focused professional development. This included training in:

- Neurodiversity and masking.
- Executive functioning.
- Autism and monotropism.
- Sensory processing and sensory circuits.
- Emotional literacy and emotional regulation.
- Visual supports and adapted timetables.
- Behaviour as communication.
- Social stories and comic strip conversations.
- Self-advocacy and communication in times of crisis.
- Developing specialist provision within resourced settings.
- Pre-formal and semi-formal curriculum development.
- Inclusive practice and quality first adaptive teaching.
- SEND legislation and strategic leadership.
- Transition planning and preparation.
- Medical needs and safeguarding responsibilities.

Professional development is closely aligned to the needs of our pupils, school priorities and national developments in SEND and inclusion. Staff training is identified through ongoing monitoring, provision reviews, appraisal processes, school development planning and emerging pupil needs. We work closely with a range of external partners to access high-quality training and support, including SENISS, OSSME, Educational Psychology, the Behaviour Intervention Team, Speech and Language Therapy Services, the Mental Health Support Team, the Virtual School, Inclusion Quality Mark and School Improvement Liverpool.

The development of our specialist in-house provisions, The Nest and The Den, has further strengthened staff expertise across the school. Colleagues working within these provisions access additional specialist training to ensure that pupils with the most complex needs benefit from highly personalised support that is informed by current research, best practice and specialist guidance. Recent professional development linked to Millstead School has further enhanced our understanding of curriculum design for pre-formal and semi-formal learners, with a particular focus on communication, engagement, regulation and readiness for learning.

As an Inclusion Quality Mark Centre of Excellence, we are committed not only to developing our own practice but also to sharing effective practice with other schools. We continue to work collaboratively through the North Liverpool Learning Network, local SEND partnerships and our IQM network to contribute to wider school improvement and remain at the forefront of inclusive education.

Through this ongoing investment in staff development, we strive to ensure that every pupil with SEND receives high-quality support, ambitious opportunities and access to an inclusive education that enables them to thrive both academically and personally.

Staff Deployment

The school deploys staff to meet the needs of all pupils, including those with SEND. Teachers are responsible and accountable for the progress and development of all pupils in their class, including those receiving additional support from teaching assistants or specialist staff. Teaching assistants work under the direction of class teachers and the SENCo to deliver targeted interventions, provide in-class support and promote independence. Staffing is reviewed regularly to ensure resources are allocated effectively according to pupils' identified needs and provision outlined within SEND Support Plans and Education, Health and Care Plans (EHCPs).

Finance

The school's notional SEND budget and High Needs Funding are used to provide:

- Specialist teachers.
- Teaching assistants.
- The Nest provision.
- The Den provision.
- Intervention programmes.
- Specialist resources.
- Staff training and development.

The school currently receives High Needs Funding for **43 pupils**, enabling us to provide highly personalised support for children with complex needs.

School Partnerships and Transition

Transition remains a key priority.

Support includes:

- Enhanced EYFS transitions.
- Home visits.
- Visits to nursery settings.
- Transition books.
- Additional visits.
- Multi-agency meetings.
- Secondary transition support.
- Specialist placement transition planning.

All Year 6 transition information is shared with receiving schools to ensure continuity of support.

Enhanced arrangements are developed for pupils with SEND who require additional support.

What Has Worked Well This Year

Inclusion Quality Mark

Following our successful IQM assessment, Florence Melly continues to build upon its Centre of Excellence status and remains committed to sharing inclusive practice across the region.

Ofsted Recognition

Inclusion and SEND continue to be recognised as strengths of the school, with pupils with SEND thriving and making significant progress.

Early Identification

The continued use of WellComm, specialist support services and strong EYFS practice has enabled effective early identification of SEND.

The Nest and The Den

Both provisions continue to provide highly personalised support and have demonstrated significant positive impact on regulation, wellbeing, engagement and progress.

SEND Leadership and Staff Development

Ongoing staff training and SEND leadership development have strengthened whole-school confidence in meeting the needs of pupils with SEND.

Allergy Safety and Medical Provision

During 2026, systems for healthcare planning, allergy management and medical support were further strengthened following implementation of the school's new Allergy Safety Policy and revised Medical Policies.

Priorities for 2026-2027

Our strategic priorities include:

- Continued development of The Nest and The Den.
- Further strengthening adaptive teaching across all classrooms.
- Development and publication of the school's Inclusion Strategy.
- Further development of sensory regulation provision.
- Embedding the Allergy Safety Policy.
- Strengthening attendance support for pupils with SEND.
- Enhancing pupil voice opportunities.
- Developing curriculum accessibility and scaffolding.
- Continuing effective use of Edukey to support the Graduated Approach.
- Strengthening parental engagement opportunities.
- Continuing collaboration through IQM, NLLN and SEND networks.
- Promoting high quality SEND professional development.
- Supporting successful transitions across all phases.

Complaints

Any concerns regarding SEND provision should initially be raised with the SENCo.

If concerns remain unresolved, they should be referred to:

1. Headteacher
2. SEND Governor
3. Governing Body

All complaints will be managed in accordance with the school's Complaints Procedure.

Relevant School Policies

- SEND Policy
- Local Offer
- Accessibility Plan
- Supporting Pupils with Medical Conditions Policy
- Supporting Children with Medical Needs Who Cannot Attend School Policy
- Allergy Safety Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Equality Information and Objectives
- Behaviour and Relationships Policy

Acts and Guidance Taken into Account

- Children and Families Act 2014

- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice (updated September 2024)
- Keeping Children Safe in Education
- Supporting Pupils at School with Medical Conditions