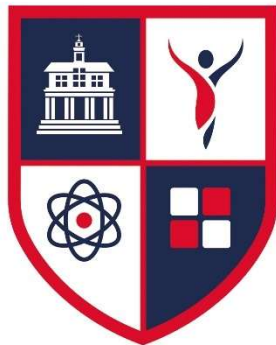


# Special educational needs (SEN) information report



CHILDWALL  
SPORTS &  
SCIENCE ACADEMY

LYDIATE  
LEARNING TRUST

Approved by: [Name]

Date: [Date]

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [Microsoft Word - LLT SEND POLICY](#)

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENCO

Our SENCO is Miss E.Wylie.

They have 17 years' experience in this role and have worked as Science Teacher and a SENDCo. They are a qualified teacher. They achieved the National Award in Special Educational Needs Co-ordinator.

The SENCO attends Local Authority Briefing to keep up to date with any legislative changes in SEND as well as training around any areas of SEND that are prevalent within the school

### SEND Support Officer

Our SEND Support Officer is Mr M.Whewell.

They have worked within this role for one and a half years. He has previously worked overseeing ELSA's.

They have undergone Primary Education Training and is a qualified teacher.

## Subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. All staff have received training around ADHD, Autism, ESBA needs, Adaptive Quality First Teaching, training around the SEND Code of Practice.

## Inclusion Practitioner's (I.P's)

We have a team of Inclusion Practitioner's who work to support the pupils, who need a higher level of support such as students who have an EHCP or families who require more support to meet their needs.

## Learning Support Assistants (LSA's)

We have a team of seven TAs, including one higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as literacy (including IDL for dyslexia) intervention, numeracy, positive relationships, interventions around communication and interaction, Zones of Regulations, Lexonik, support around emotional wellbeing, strategies to support students with ADHD and ASC.

In the last academic year, TAs have been trained in the above.

## External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations
- School Counsellor.

## 3. What should I do if I think my child has SEN?

The school is committed to early identification, of SEND and adapts a graduated approach to identifying SEND in line with the SEND Code of practice 2014.

*"Teachers and staff in schools must be equipped to identify correctly barriers to children learning and understand whether this is a SEND so that every child can be given the best opportunities to succeed by professionals who know how to support them."*

At Childwall Sports and Science Academy most students with SEND who transfer into Y7 will already have been identified as having additional needs.

Tell us about your concerns

We will invite you to a meeting  
to discuss them

We will decide whether your  
child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's form tutor.

Contact your child's form tutor via Synergy.

They will pass the message on to our SENCO, Miss E.Wylie and one of the SEND Team will be in touch to discuss your concerns.

You can also contact the SEND Team.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

Subject staff will be made aware if there are any reasonable adjustments which we have agreed upon.

If we decide that your child needs SEN support, we will notify you and your child will be added to the school's SEND register.

#### 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SEND Team will observe the pupil within the classroom environment and during unstructured times to see what their strengths and difficulties are. They will have discussions with your child's subject teachers, to see if there have been any issues with, or changes in, their progress, attainment or behaviour.

The SEND Team will gather evidence from stakeholders and pupil voice. If appropriate, the SEND Team will seek advice from external agencies.

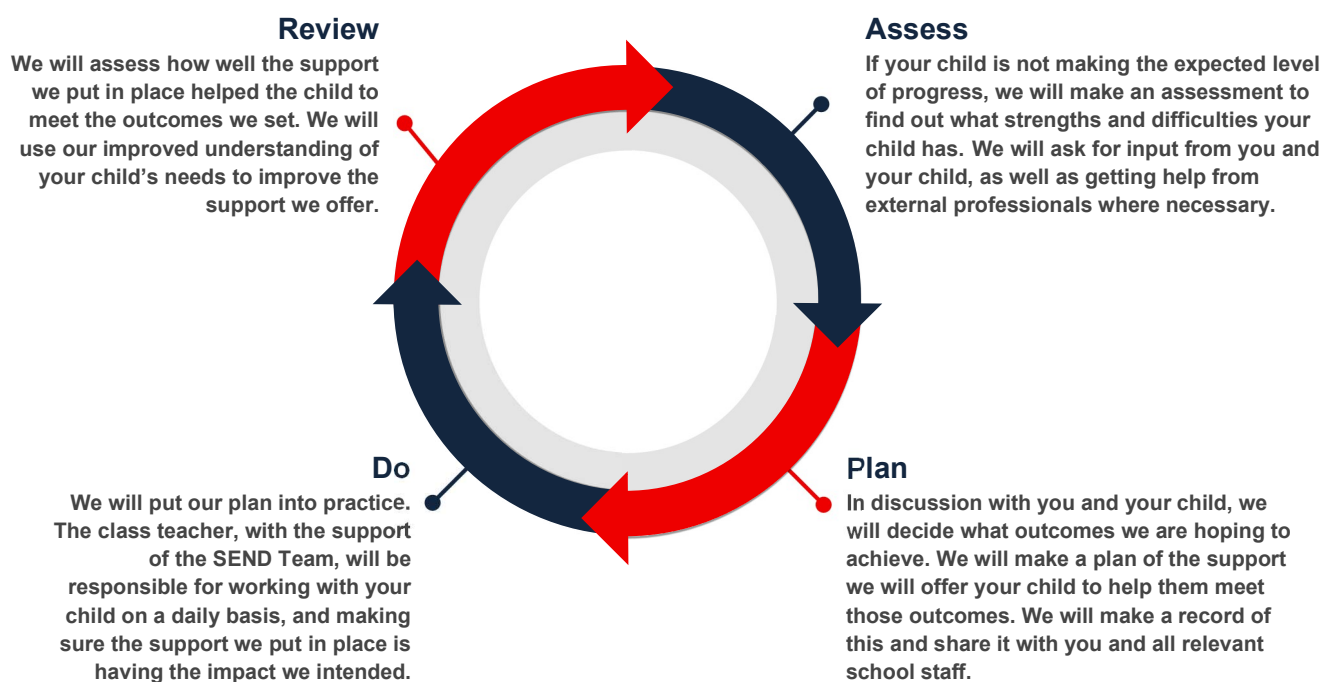
Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEND register.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child's education?

We have parent consultation evenings where you are invited into school to discuss your child's education.

The SEND and Pastoral team work closely together and are available for meetings when required.

Your child's form tutor is available for meetings if required, to discuss :

- Set clear outcomes for your child's progress
- Review progress towards those outcomes

- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

A member of the SEND Team may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's form tutor via their school email.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting

## **8. How will the school adapt its teaching for my child?**

The staff at Childwall Sports & Science Academy are responsible and accountable for the progress and development of all the pupils, who they support.

Quality First. adaptive teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Learning Support Assistants will support pupils, within the classroom on a 1-to-1 basis if needed.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)	Visual timetables Social stories OSSME (Advice & Support)
	Speech and language difficulties	Speech and language therapy Lego Blocks
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays Handwriting pens Pen grips Reading pens Alternative methods of recording
	Moderate learning difficulties	Now and Next boards
	Severe learning difficulties	
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Concentration Tool Egg timers
	Adverse childhood experiences and/or mental health issues	Zones of regulation Anger Management School Counsellor Family Support Worker YPAS Stress ball
<b>Sensory and/or physical</b>	Hearing impairment	Support from Teacher of the Deaf (LCC) Assistive Technology Access Arrangements



	Visual impairment	Limiting classroom displays Ipads Assistive Technology Support from Visual Impairment Team (LLC) Access Arrangements
	Multi-sensory impairment	Ear Loops Wobble cushions Sensory Chair Reasonable adjustments for uniform and accessing corridors & canteen
	Physical impairment	Accessibility use of the Lift

These interventions are part of our contribution to Liverpool City Council's local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress in line with their assessment data.
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil voice.
- Monitoring by the SEND Team.
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, this is dependent on positive attendance and behaviour.

All pupils are encouraged to take part in day to day life activities at Childwall such sports day and wider enrichment activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make reasonable adjustments if required.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

[Liverpool Family Information & SEND Directory | Welcome to the SEND Local Offer](#)

## **13. How does the school support pupils with disabilities?**

- The school promotes an inclusive culture
- Accessibility Policy can be found here [Policies - Childwall Sports & Science Academy](#)
- Wheelchair accessible – ramps and lifts throughout the school
- Lift
- Evacuation chairs
- Medical room
- Disabled toilets
- Leave lesson early and early lunch passes for students with specific needs
- Risk assessments
- Use of a quiet area for students with sensory issues

## **14. How will the school support my child's mental health, and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- We provide extra pastoral support for listening to the views of pupils with SEN.
- We have a 'zero tolerance' approach to bullying. See our Bullying Policy [cssa anti-bullying policy sept23.pdf](#)

## **15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

We offer enhanced transition for pupils joining Childwall from KS2 to KS3. Students within our KS4 receive additional support such as Careers Workshops & Advice around their next steps.

### **Between phases**

The SENCO of the primary school meets with our SEND Team to discuss the needs of the incoming pupils near the end of the summer term.

### **Moving to adulthood**

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

## **16. What support is in place for looked-after and previously looked-after children with SEN?**

Miss E.Wylie, our SENCO, will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## **17. What should I do if I have a complaint about my child's SEN support?**

Complaints about SEN provision in our school should be made to your child's Tutor, one of the SEND Team or a member of the school's SLT in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

[LLT-Complaints-Policy-October-2025-CSSA.pdf](#)

## **18. What support is available for me and my family?**

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's local offer. Your local authority publishes information about the local offer on their website:

Liverpool [Liverpool Family Information & SEND Directory | Welcome to the SEND Local Offer](#)

Knowsley [SEND Local offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:  
[Liverpool](#)

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities

- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages