SEND Information Report – Autumn 2026

Welcome to Blueberry Park Primary School's Special Educational Needs and Disabilities (SEND) Information Report. This report outlines how we support children with SEND, in compliance with our statutory duty under the Children and Families Act 2014 and the SEND Code of Practice (2015). It is updated annually to reflect our ongoing commitment to inclusive education and the needs of our community.

We are proud of our inclusive ethos and the collaborative work we do with pupils, parents/carers, staff, and external professionals to ensure that every child at Blueberry Park thrives academically, socially, and emotionally. We value the input of all stakeholders and encourage feedback to help us shape and improve our provision.

Welcome to our Special Educational Needs and Disabilities (SEND) Information report. All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. This published information is updated annually.

There are a range of people at school that you can contact for help and support, some of whom are listed below:

Mrs R. Lancaster (Headteacher) blueberry-head@blueberrypark.liverpool.sch.uk

Mrs K.Gelling (Deputy Headteacher) k.gelling@blueberrypark.liverpool.sch.uk

Mrs D.Taylor (Assistant Headteacher and SENCo) senco@blueberrypark.liverpool.sch.uk

Mrs J. Kerwin (Pastoral Care Lead) j.kerwin@blueberrypark.liverpool.sch.uk

Mr M. Walwyn (Chair of Governors)

If you have specific questions about the Liverpool Local Offer please look at http://www.Liverpool.gov.uk/education-and-children/special-educational-needs/about-the-local-offer

Alternatively; in the first instance, if you think that your child may have a Special Educational Need (SEN) please speak to their class teacher.

The Blueberry Park Approach:

At Blueberry Park, we follow a child-centred planning approach that aligns with the SEND Code of Practice (2015). This is grounded in **quality first teaching** and the **graduated approach** of **assess, plan, do, review**, ensuring that we identify and respond to needs early, providing the appropriate level of support.

Graduated Approach – Assess, Plan, Do, Review:

Assess: Initial assessments are led by class teachers and involve continuous formative and summative evaluations against national criteria. If concerns arise, teachers work with the SENCo during termly Pupil Progress Meetings or through referrals.

Plan: If additional or different provision is needed, targeted interventions are planned and recorded on the Provision Map. Short-term SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets are set and regularly reviewed.

Do: Interventions are delivered by teachers, teaching assistants, or external professionals, as outlined in the Pupil Profile.

Review: Progress is monitored, and interventions are adjusted through termly reviews or more frequently if required. These are shared with parents during Parents' Evenings or dedicated review meetings.



If your child is continuing to encounter significant difficulties after a period of intervention, further support or external expertise may be requested. An application for 'High Needs Top Up Funding' may be made if the cost of support exceeds the £6000 threshold that is provided by the school.

If a pupil is still not making progress despite relevant action over time, then parents or school can make an application to the local authority for an Education Health and Care Plan (EHCP) Assessment. This is a 20-week process that is managed by Liverpool Education Authority. Further information around this process can be found on the SEN pages of our school website, Liverpool's Local Offer website or, alternatively, you can book an appointment to discuss the process with the SENCo.

An overview of SEN Needs:

In line with the SEND Code of Practice (2015), our provision covers the following four broad areas:

1. Communication and Interaction:

Support for children with Speech, Language, and Communication Needs (SLCN), including Autistic Spectrum Disorder (ASD), to develop essential communication skills.

2. Cognition and Learning:

We provide differentiated support for those with Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), or Specific Learning Difficulties (SpLD), including Dyslexia and Dyscalculia.

3. Social, Emotional, and Mental Health (SEMH):

Support for children experiencing mental health challenges such as anxiety or ADHD. Our SEMH provision includes access to trained professionals, therapeutic support, and external services like CAMHS.

4. Sensory and/or Physical Needs:

Children with sensory impairments (e.g., VI or HI) or physical disabilities receive specialist resources, adaptive equipment, and support to ensure equal access to the curriculum.

Context at Blueberry Park

As of September 2026, 15.4% of children on the SEND register are classified as SEN Support compared to the National Average of 14.8% (based on the latest national data, published in June 2026).

	SEN Support	EHCP	SEN Support/EHCP combined
Blueberry Park	**21.2%**	**4.2%**	**25.4%**
National Average	14.8%	6.0%	20.8%

The SEND register is a working document and it is reviewed on an on-going basis. These figures are subject to change depending on the finalisation of EHCP's, mid-year transfers and the individual needs of the additional children that are being monitored.

Co-producing with children, young people and their parents

We firmly believe that partnership with parents/carers is essential. We offer regular opportunities for parental involvement through Parents' Evenings, Inclusion coffee mornings, and workshops designed to help parents better understand their child's needs. Parents are encouraged to engage with us and attend meetings to review their child's progress.

We are an inclusive, child-led setting and we always respond in accordance with the needs of the child. Support is provided on a needs-led basis and we do not wait for a specific diagnosis of SEND to be made before any necessary support is put into place.

A big focus is given to what the children enjoy within school and what they feel that they are good at. Every child is different and we enjoy celebrating success as well as looking at things the children may find difficult and what they need to be supported with.

Wherever possible we will gain 'the voice of the child' to consider how we can best support the children at Blueberry Park.

We have an active school council who are consulted on a regular basis on a range of school issues. We also gain the opinions of children throughout the year via surveys. Children are regularly reminded that they can speak with the class school council representatives about issues they would like to be discussed at meetings.

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

Action/Event	**Who's involved**	**Frequency**
Open door policy Appointments with staff	SENCo, Pastoral Care Lead, teaching staff, parents and children.	Regularly and as required
SEND help and support via email contact	SENCo, parents, external agencies.	Regularly and as required
School Nurse support	School Nurse, SENCo and Pastoral Care Lead.	By appointment
Parent's Evenings Written reports	Teachers, SENCo, Pastoral Care Lead and parents.	Twice per academic year
Inclusion coffee mornings	SENCo, SEND Governor, outside agencies, parents and support staff.	Termly
Parent Workshops	Teachers, outside agencies and parents.	Termly
Class Assemblies Celebration Assemblies	Teachers, children and parents.	Termly
Practical Parenting Courses	Pastoral Care Lead, SENCo, parents and outside agencies.	As required by parents

School Council Meetings	Pastoral Support Assistant.	Fortnightly
Flourishing Families Parenting Course	MHST, Pastoral Care Manager, SENCo and parents.	Varying in duration
EYFS new starter Welcome meeting	Headteacher and EYFS staff	Annually
Reading Breakfasts	English Lead and teaching staff.	Termly
Consortia meetings	SENCo, Headteacher, East 2 SENCo's and external agencies.	Half-termly

Thank you to some of our parents who have provided feedback in relation to SEND provision at Blueberry Park:

Fantastic school especially for my son who is diagnosed with Autism. You have restored our faith in the school system. We cannot express our gratitude enough.

This school has been amazing for every one of my children. My boys are autistic and the SENCO is just so supportive and all the staff work hard to make this school inclusive for all pupils. I would recommend this school for children who are able to cope with mainstream and those with extra needs, as they will have a positive school experience. I can't thank the school enough.

*Your have, in our opinion, gone above and beyond our expectations. The support ***** has been given has been immense and once *****has presented with a difficulty you have found a strategy to ease the pressure off him really quickly.*

Thank you for making all of the processes as easy as possible.

Staff deployment

Considerable thought, planning and preparation goes into utilising staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age. Support staff are deployed depending on their skill set and the needs of the children that they will be working with.

Staff at Blueberry Park are regularly trained in the latest SEND strategies. All staff, including support staff and lunchtime supervisors, receive regular SEND training. Our commitment to professional development ensures that staff are equipped with the necessary skills to meet the diverse needs of our pupils. We also conduct skills audits and provide tailored CPD to support ongoing improvement in SEND provision.

School External Partnerships and Transition Plans

We are committed to early intervention and regularly involve external professionals to provide specialist advice and support, in line with the SEND Code of Practice's emphasis on multi-agency working. Agencies we collaborate with include:

- Liverpool Educational Psychology (EP) Service
- SENISS – Special Educational Needs Inclusion Support Service
- Liverpool Virtual School
- Liverpool SEN team
- Addvanced Solutions
- MAST (Merseyside Autism Speech Therapy)
- NHS Speech and Language Therapy Service
- Pleasant Street Primary School Language Resource Base
- Beautiful New Beginnings
- YPAS – Young Persons Advisory Service
- CAMHS – Child and Adolescent Mental Health Service
- Mental Health Support Team (MHST)
- School Health Service, including the School Nurse
- Liverpool Community Physiotherapy
- Springwood Heath outreach
- Occupational Therapy
- Early Help Hubs
- EHAT Team
- The Yew Tree Children's Centre
- Local secondary schools
- Education Welfare Officer (EWO)
- School Improvement Liverpool (SIL)
- Priority Youth Community Bus

Parent/carer feedback

We're here to help with any questions or concerns you may have. Your feedback is important to us, and you can find more information about our process for addressing any issues on our school website: www.blueberryparkprimary.co.uk

The Blueberry Park Complaints Policy is also available as a hard copy at the school office.

What has worked to date:

- Performance Indicators for Valued Assessment and Targeted Learning (PIVATS) introduced as whole school CPD in September 2025 and have since become embedded across the school. Staff use PIVATS to assess and track pupils' progress in small, measurable steps, identify next steps in learning and inform targeted provision for pupils with SEND.
- Use of Dojo stories to encourage parental engagement and information sharing.
- Regular INSET sessions and SEN updates during staff meetings to ensure that staff understand our commitment to being an inclusive environment.
- Staff CPD on PIVATS, Pupil Profiles and Liverpool's Graduated Approach Toolkit 2025.
- Continued participation in Practitioner Advice Sessions (PAS) with the Liverpool Educational Psychology Service which is specifically aimed at children in the EYFS setting.
- SENISS support – Training to develop staff understanding of autism and promote inclusive learning environments across the school. The training has supported staff in developing their knowledge and confidence in recognising and responding to the individual needs of autistic pupils, helping to ensure that classroom practice is inclusive and supportive of all learners.
- Additional bought in Education Psychology sessions which include interventions of Friendships and Relationships and Emotional Regulation for children across key stages.
- Links with Together Trust who have provided Lego Therapy sessions for children with social interaction barriers.
- Continued support from SEN Lead at School Improvement Liverpool – Tara McKibben.

Further development

For 2026-2027, our strategic priorities for SEND include:

- Building on the successful implementation of PIVATS across the school, the next step will be to roll out a sensory curriculum for pupils with complex SEND needs. This will support staff in planning and delivering personalised, sensory-based learning opportunities that promote engagement, communication, interaction and the development of key skills, while ensuring provision is closely aligned with pupils' individual needs and EHCP outcomes.
- Complete the reaccreditation of the Rainbow Flag Award to continue to raise awareness of inclusion, equity, and equality for all members of our school community, regardless of how they choose to identify.
- Working towards the Inclusion Quality Mark (IQM).

- The development of communal areas enhancing areas for interventions to be led across school.
- Enhancing support for children with Speech, Language, and Communication Needs (SLCN), particularly in the EYFS (Gestalt training November 2025)
- To draw upon OT support to advise and deliver Sensory Circuits training, resulting in the use of Sensory Circuits becoming firmly embedded across the school.
- Continuing to follow government SEND initiatives and update our practices in line with new guidance.

Relevant school policies underpinning this SEND Information Report include:

- SEND Policy
- Teaching and Learning Policy
- Marking and Feedback Policy
- Equal Opportunities Policy
- Relationships Policy

This report complies with the:

- Children & Families Act 2014
- SEND Code of Practice 2015
- Equality Act 2010

In preparing this report we have included staff, parents and children and young people through the use of Survey Monkey staff consultations, daily conversations with parents and carers, parent/carer meetings, inclusion coffee mornings and email feedback.

Date presented to/approved by Governing Body: Autumn term 2026