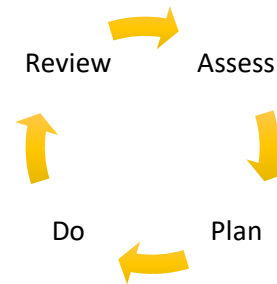




Westvale Primary School
Special Educational Needs Information Report
2026-27

<p>1. What kinds of special educational needs provision is made at our school?</p>	<p>Our school is an inclusive school where every child matters; we aim to address children's needs and support their learning in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy which details our philosophy in relation to SEND can be found on our school website.</p> <p>We recognise that some of our children have a wider range of needs than others and these can be summarised into one or more of the following categories:</p> <ol style="list-style-type: none"> 1. Cognition and Learning 2. Communication and Interaction 3. Social, Emotional and Mental Health Difficulties 4. Sensory and Physical Needs
<p>2. What are school's policies with regard to the identification and assessment of children with SEN?</p>	<p>Our Approach as a School:</p> <p>Quality first teaching and additional interventions are defined through our person-centred planning approach across the school, contributing to our provision management arrangements.</p> <p>These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of an adapted and personalised approach to teaching and learning.</p> <p>We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.</p>

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



Provision for pupils with SEND is a matter for the school as a whole. In addition, the Governing Body, Head Teacher, SENDCO and all staff members have important day to day responsibilities. All teachers are responsible for every child in their care, including those with special educational needs.

Assess: Our school's Assessment Policy (which can be found here: <https://www.westvaleprimary.co.uk/parents/policies/>) outlines the range of assessments regularly used throughout the school. Outcomes inform future planning and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- 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

Progress in areas other than attainment is also considered e.g:

- where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition

to high school

- has difficulties with social communication or interaction
- difficulties paying attention and concentrating
- displays possible sensory processing problems
- Poor motor skills
- Poor behaviour

If it is behaviour that is causing concern, it is always considered whether there are any underlying difficulties. If there are none, the class teacher would speak to parents/carers about anything that might have happened at home.

The class teacher would gather information via an **ABC** chart which focuses on:

Antecedent - What occurs immediately before the behaviour? Thinking about triggers, signs of distress and the setting environment

Behaviour - What actually happened? What did the behaviour look like?

Consequence - What happened immediately after? Other people's responses and the outcome for the individual.

An intervention would then be devised taking into account all information gathered, with entry and exit points assessed by the class teacher in conjunction with the SENCO. The SENCO has an overview of the intervention effectiveness and will make adaptations to the intervention if required.

Parents/carers are always informed if school staff considers that their child has an additional need and parents/carers and children (as appropriate depending upon age and capability), are involved in the planning to meet the need. In the case of Looked After Children, this will also be done through gathering information at the

PEP review.

We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

In some cases, it may be apparent either after school-based action has not led to an improvement, or at an early stage that assessment by an outside agency is the way forward, e.g. Educational Psychology, Speech and Language Therapy, Occupational therapy, Community Paediatrician, etc.

In addition, school at times, will utilise the expertise of specifically trained staff to undertake cognitive assessments which can diagnose specific learning difficulties. We also have a service level agreement with Knowsley Educational Psychology Services who administer assessments and conduct observations as part of the graduated response. External agencies are never approached without the consent of parents/carers. Parents/carers are invited into school and available options will be discussed. We also ensure that we include the views and concerns of parents/carers in the referral itself.

Plan:

- we encourage and engage the participation of children and parents/carers in the decision making, planning and review of outcomes with regard to their provision,
- parents/carers are invited into school to discuss which individual targets will be set and which strategies will work best with their child
- when planning we take into consideration equality of opportunity and are proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self- esteem with a long-term goal of independence and preparation for adulthood.

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| | <ul style="list-style-type: none">• class teachers are responsible for planning appropriately adapted work which matches the child's cognitive ability, not their ability to record• class teachers plan to enable all children to demonstrate their knowledge, for instance laptops, recording devices and mind maps may be provided if it is known that a pupil has difficulty recording what he or she knows• teachers also plan to use other adult support effectively, either to give support to children with SEND, or to work with the rest of the class and allow the teacher to work with the children with SEND• teachers planning takes into consideration different learning styles, interests and abilities• we acknowledge that not all children with disabilities necessarily have special educational needs, all of our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and potential areas of difficulty are identified and assessed at the outset• teachers plan enough time for the satisfactory completion of tasks, plan opportunities where required, for the development of skills in practical aspects of the curriculum, identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities• we work within a 'person centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies, in the case of Looked After Children, this will also be done through the process of the PEP review• the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities are clearly identified• we are particularly aware of the needs of vulnerable children, including those who are Looked After and ensure that their needs are met |
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	<ul style="list-style-type: none"> the SENDCO analyses the different types of SEND that we have throughout the year and if it is apparent that we may need staff training in any particular areas. <p>Do:</p> <ul style="list-style-type: none"> The curriculum is scaffolded and adapted to meet the needs of all our children, adaptive teaching may occur by grouping (e.g. small group, 1:1, ability, peer partners), content of the lesson, teaching style (taking into account that children may be visual, auditory or kinaesthetic learners, lesson format (e.g. thematic games, simulations, role-play, discovery learning), pace of the lesson, provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs, etc.), outcomes expected from individual children, materials used; support level provided; provision of alternative location for completion of work. Class teachers also have access to Subject Specific SEND Guidance which includes strategies for adaptations in each curriculum subject. This guidance is based on recommendations from <i>Embedding Inclusive Practice</i> NASEN (2024). When support is in small groups or 1:1, support will be delivered by either the class teacher or a teaching assistant. These interventions may be daily or two or three times a week and can vary from a few minutes to up to an hour, in cases where outside support has been requested, other professionals, e.g. speech therapists, occupational therapists, may come into school to work with children, the frequency of support depends on level of need school always acts upon advice received from external agencies (e.g. using specific programmes, enlarging of print for children with visual impairment,
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most advantageous positioning of children with hearing impairment within the classroom and use of aids as recommended, use of laptops for children with recording needs, use of coloured overlays and exercise books, use of brain breaks, sensory cushions, lap weights, ear defenders, tactile resources, etc., for children with sensory issues).

- we endeavour to ensure that all classrooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, highlighting pens and reading rulers, coloured interactive boards, individual resources number lines, 100 squares, phonic prompts, alternative means of recording, writing frames, modelled and shared writing opportunities
- small intervention spaces are available to provide quiet work areas for 1:1 or small group work
- a bespoke area is available for children who have cognition and learning difficulties, whose stage of development would be complemented by continuous provision

Review: our school's Assessment Policy outlines the range of assessments regularly used throughout the school.

- use of intervention outcomes to measure progress and achievement
- termly evaluation of personalised provision plans (PPPs) created and review on EduKey
- use of assessment information/progress rates etc., pre- and post-interventions
- use of attainment and progress data for children with SEND across the school

	<p>as part of whole school tracking of children's progress in terms of being at expected levels of attainment each term</p> <ul style="list-style-type: none"> • use of pupil/parent interviews/questionnaires • monitoring by SENDCO • learning walks take place on a regular basis as do lesson observations and book looks, • The progress that our pupils make is routinely monitored as part of an ongoing process by the class teacher. Each term, formal progress meetings are held between the class teacher and Senior Management. Where expected progress has not been made, strategies and plans are scrutinised and additional measures are put in place to ensure that each child fulfils their potential. • The class teacher will also meet with the SENDCO when needed, to discuss alternative strategies, or in some cases, where little or no progress has been made for an extended period of time, referral to an outside agency for assessment or outreach support. Movement of pupils onto or off the SEND Register is also discussed at this time. • PEP reviews are also used to assess the progress of Looked After Children • an Annual Review will be held for children with an Education, Health and Care Plan; interim reviews can also be arranged throughout the year if deemed necessary, for Looked After Children, PEP reviews should feed into and work in harmony with the EHC Plan • when children are assessed by the SENDCO or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the finding and how best to address need and meet targets • when assessing children with SEND, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the class room is provided as far as is permitted during tests • initial concerns about a child's progress are discussed with the SENDCO and
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	<p>parents/carers and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate</p> <ul style="list-style-type: none"> • in some cases the Early Help Assessment Tool may be used to measure progress against specific outcomes that have been identified in TAF meetings <p>Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.</p>
<p>3. What are school's policies for making provision for children with SEN whether or no they have Education, Health and Care Plans?</p>	<p>Children and young people's SEND are generally thought of in the following four broad areas of need and support: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Physical and/or Sensory</p> <p>1. Communication and interaction</p> <p>This includes:</p> <ul style="list-style-type: none"> • Speech, language and communication needs (SLCN). Children and young people with SLCN have difficulty in communicating with others. This may be because they have difficulty saying what they want to and being understood by others, difficulty understanding what is being said to them or they do not understand or use social rules of communication • Autistic Spectrum Condition Diagnosis (ASD) with difference in social communication, interaction and flexibility of thought <p>Speech, language and communication needs (SLCN)</p> <p>Provision:</p>

Pupils who have difficulties in these areas are usually under the care of NHS Speech, Language and Communication Therapy. The therapist will liaise with school and parents/carers and if everyone is in agreement, suggests actions that can be undertaken by school. The therapist continues to liaise with school throughout their involvement with the pupil.

Some children who have poor expressive and receptive language may have not yet been seen by speech therapy, been discharged or not deemed to need speech therapy and where this is the case, the SENDCO will suggest actions/interventions that will help the pupil until they can be seen by speech therapy.

We currently have a speech and language therapist from Chatty Therapy who works on a fortnightly basis in school supporting EYFS/KS1 children with complex speech difficulties

Autistic Spectrum Disorder:

Provision:

- Recommendations for supporting the pupil will be made by the Pathway team and if there is still some involvement from Speech Therapy, a programme will be provided by them.
- We have an ASC advisory teacher who will come and provide a written plan for the child, as well as meet with parents/carers.

In class we use a range of visual supports depending on the needs of individual classes, including:

- whole class timetable

- personal timetable
- now and next boards
- sand timers
- traffic light fans
- communication boards to support non-verbal pupils
- personalised social stories which target specific issues

We also have the following available for use in class when needed:

- privacy boards
- ear defenders
- lap weights
- time-out boxes which contain things that assist with emotional regulation

2.

Cognition and Learning:

Support for learning difficulties may be required when the 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 and young people are likely to need support in all areas of the curriculum and may have associated

difficulties with mobility and communication

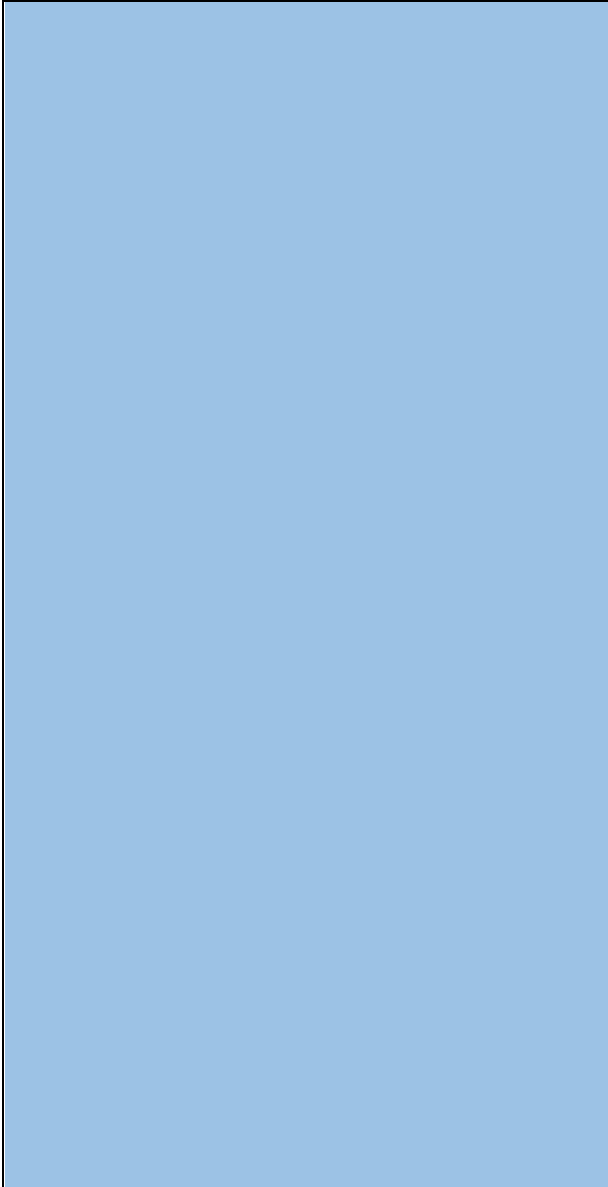
- **Profound and multiple learning difficulties** (PMLD) where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- **Specific learning difficulties** (SpLD) affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Moderate and specific learning difficulties can only be diagnosed by a clinician from an outside agency. Dyscalculia and moderate learning difficulties are diagnosed by the Educational Psychologist or a suitably qualified specialist teacher. There can be a significant waiting time before these conditions are diagnosed, but at Westvale, we put suitable, supportive measures in place as soon as we suspect that a child may have any of these learning difficulties.

Mr Court, (SENCO), is a specialist teacher and assessor for dyslexia; as such he can provide advice and recommendations for children with literacy difficulties in addition to conducting diagnostic assessments to diagnose dyslexia.

Provision:

- small group or 1:1 interventions with the class teacher or the TA, which target identified areas of difficulty, these are typically between one and four times each week, lasting between ten and thirty minutes and can cover English, Maths and motor skills
- support in class from either the teacher or TA

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- suitably adapted objectives and tasks
 - resources to aid the recording of work
 - different methods of recording knowledge
 - interventions to improve visual and auditory memory
 - tinted books and equipment to support children with visual stress or Irlen's Syndrome
 - use of multi-sensory strategies
 - angled writing boards
 - various pencil grips
 - a variety of easy grip scissors
 - resources to strengthen muscle tone, e.g. pincer grip activities, theraputty
 - resources to improve handwriting and pencil control
 - SpLD support from Mr Court (specialist teaching and dyslexia assessment)

Social, emotional and mental health:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. This may include becoming **withdrawn or isolated**, as well as **displaying challenging, disruptive or disturbing behaviour**. These behaviours may reflect underlying mental health difficulties such as **anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained**. Other children and young people may have disorders such as **attention deficit disorder, attention deficit hyperactive disorder** or **attachment disorder**.

Provision:

- We have a highly specialised learning mentor, Miss Riley, who has a degree in Child and Adolescent Mental Health and Wellbeing. Miss Riley is also our Lead Thrive Practitioner.
- Thrive, led by Miss Riley, is an evidenced-based intervention which improves pupils' social and emotional skills
- We have a wide range of resources that can be used to support children with ADHD in school
- specialist advice from Knowsley Educational Psychology Services with whom we have a link educational psychologist for the 2025-26 academic year
- advice from the professionals at the Mental Health Support Team
- specialist advice from colleagues at CAMHS

3. **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 educational facilities generally provided. This includes children and young people with:

- **Visual impairment** (VI)
- **Hearing impairment** (HI)
- **Multi-sensory impairment** (MSI) (a combination of vision and hearing difficulties)
- **Physical disability** (PD)

Provision:

- Occupational therapists and physiotherapists come into school on a regular basis to work with individual children
- We also utilise the services of Knowsley's visual and hearing impairment team; providing staff guidance for supporting pupils with a sensory impairment
- We have a wide range of resources to support our pupils who have sensory and/physical needs, many of them are used for both and include, theraputty and other resources to help improve muscle tone, sensory cushions, lap weights and shoulder weights, ear defenders, wobble shells, balancing boards, sensory fidget toys and sensory chews

4. What is the name of the SENDCO and contact details for the SENDCO?	<p>The SENDCO at Westvale Primary is Mr Court. He can be contacted directly at school on 0151 477 8470 or via email on daniel.court@westvaleprimary.co.uk</p> <p>Our SEND Governor is Mr Simon Boyd and he can be contacted via the head teacher or chair of governors on westvale@knowsley.gov.uk</p>
5. What is the level of expertise and training of staff in relation to children with SEN and how will specialist expertise be secured?	<ul style="list-style-type: none"> • Mr Court has completed the National Award for Special Educational Needs Co-ordination; he is also a Level 7 qualified specialist teacher and assessor for dyslexia (PGCert Dyslexia). • Miss Riley, our school learning mentor, has a degree in Child and Adolescent Mental Health and Wellbeing. She is also our Lead Thrive Practitioner. • All class teachers at Westvale have gained a teaching qualification at degree level or higher. • Every class in school has a full time TA who supports the pupils either in groups, 1:1 or works with the class so that the teacher can work with pupils with SEND. • There are TAs who work with certain children on a 1:1 basis, some of which who have had specialist training to meet the needs of the individuals they are working with
6. How is equipment and facilities to support with SEN secured?	<p>When a pupil has been identified with SEND, their work will be adapted accordingly by their class teacher to enable them to access the curriculum more easily. Teaching assistants will be allocated to work with a pupil on a 1:1 basis or with a small group. Children will be given a Personalised Pupil Profile with SMART targets. Personalised Pupil Profiles are written by a child's class teacher in great detail relating to the child's background, their needs, current attainment levels and SMART targets. Some Personalised Pupil Profiles will be supported by the SENDCO and may include relevant information from outside agencies. These are used to inform the planning and delivery of whole class and small group lessons (including interventions). Each child's Personalised Pupil Profile will be reviewed termly, and</p>

	<p>new SMART targets will be set. This will be monitored by class teachers and SENDCO and will be shared with parents/carers.</p> <p>The school's Accessibility Plan outlines adaptations made to the building to meet particular needs and enhance learning.</p> <p>For pupils with a medical condition, an Individual Health Care Plan (IHCP) may be written with parents/carers to guide staff on how to manage certain needs. Some children, with more complex needs, may have external agencies present to meet about their IHCP. If additional equipment is needed to support a child within school, this would be addressed at these meetings.</p> <p>If a child's needs go beyond the school's expertise, advice will be sought from our SEND caseworker, Heather Davies, she can be contacted on:</p> <p>heather.davies@knowsley.gov.uk 07385347642</p>
<p>7. What are the arrangements for consulting parents of children with SEN about and involving such parents in the education of their child?</p>	<p>As a school, we offer regular opportunities for parents to come into school. These include:</p> <ul style="list-style-type: none"> • Class Celebration Assemblies • Different types of parent workshops • Coffee Mornings • Meet the teacher mornings/afternoons <p>The school will also signpost appropriate groups and organisations that are relevant.</p> <p>Throughout the year there are 2 formal Parents' Evenings and there is an end of year opportunity to meet with parents after they have received their child's end of</p>

	<p>year report. Parents are invited to review their child's PPP on a termly basis at Parent's Evening – these plans are evaluated with parents and recommendations for new targets discussed alongside suggestions for supporting their child in the home setting.</p> <p>We have an 'open door' policy whereby the SENDCO is easily contactable via the school office/telephone/email. However, parents should contact their child's class teacher in the first instance. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEN; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child</p>
<p>8. What are the arrangements for consulting children with SEN about and involving them in their education?</p>	<p>Targets set for children are reviewed with them, children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home. Children are aware of their progress and the challenging targets set to support their development - child survey forms are used at annual reviews to obtain children's views about their SEND, support in place to address needs and any modifications to this support which children feel may be helpful for them. Pupil voice interviews are also held annually which includes children with SEND.</p>
<p>9. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEN concerning the provision made at school?</p>	<p>Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:</p> <ul style="list-style-type: none"> • Discuss the problem with the SENDCO. • Should the problem be with the SENDCO, contact the Head teacher. • Discuss the problem with the Head teacher. • The Head teacher may refer the matter to the Area Special Needs Officer, or seek other external advice in a confidential manner. Parents are informed about Information Advice and Support Services (SENDIASS) and how to make

	<p>representations to the LA.</p> <ul style="list-style-type: none"> • More serious on-going concerns should be presented in writing to the SEND Governor, who will then in turn, inform the Chair of Governors. • Further escalation can be provided by consulting with the Local Authority SEN team; further information and their contact details can be found here: https://www.knowsley.gov.uk/education-and-schools/special-education-needs-and-disabilities-send
<p>10. How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of our children with SEN and in supporting the families of such children?</p>	<ul style="list-style-type: none"> • External support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. • Our school receives regular visits from Knowsley Educational Psychology team. In addition, school may seek advice from specialist advisory teachers from KMBC • The speech and language therapy and occupational therapy services (NHS) involved with individual children support school in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children • The school also has a service level agreement with Chatty Therapy to work with EYFS and KS1 children with speech and language difficulties whilst waiting to access NHS support. • School maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEN. • Our School Nurse is available for advice and attends meetings in school on request following referrals to the service made by school. • Transition meetings are held in the summer term with Nursery staff before children enter our Reception class. Liaison with other nurseries in the area also occurs. • The Local Authority's Early Help Procedures (EHAT) are adhered to by school whereby help and support is offered to children and families when low level issues emerge and before problems escalate.

11. What are the contact details of support services for the parents of children with SEN, including those for arrangements made in accordance with clause 32?

Education and Improvement team 0151 443 5771
Clinical Partners 0203 905 9390
Speech and Language services 0151 244 4403
Educational Psychologist 0151 443 3157
Sensory Impairment services 0151 443 2667
KCLSS 0151 443 5771
Continence team 0151 289 7971
Parent Partnership (SENDIASS) 0800 012 9066

School Admissions

The Admissions Team is responsible for the statutory co-ordination of primary reception class place and Secondary Year 7 place allocations each academic year. The co-ordination is carried out in accordance with the provisions of the School Admissions Code.

E-mail: schooladmissions@knowsley.gov.uk
0151 443 5142/5143

Council for Disabled Children

www.getyourrights.org

Offers children information about their health-related rights and how to take action if they've been breached. It also provides resources for professionals.

<http://cyp.iassnetwork.org.uk>

Gives children and young people with a disability or special educational need information on what rights they have for accessing information, advice and support across education, health and social care.

	<p>Knowsley Advanced Solutions The neurodevelopmental offer for children, young people and their families has been commissioned by NHS Knowsley Clinical Commissioning Group to ensure services and support are available for those experiencing difficulties with Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and Sensory Processing Difficulties (SPD) Website: https://www.addvancedsolutions.co.uk/our-offers/our-offer-in-knowsley.html</p> <p>Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) Formerly Parent Partnership About Liverpool & Knowsley SENDIASS services provide free and confidential impartial information, advice and support to children/young people with special educational needs and/or disabilities (SEND), and their parents/carers. Telephone: 0800 0129066 Option 1 Liverpool residents/Option 2 Knowsley residents E-mail: liverpoolandknowsleysend@wired.me.uk Website: www.liverpoolandknowsleysend.com</p>
<p>12. What are the schools arrangements for supporting children with SEN transferring between phases of education?</p>	<p>New Starters: Before children start in Nursery, the class teacher, SENDCO and phase leader sets up meetings with parents to discuss the needs of individual pupils. In addition to this, the class teacher or SENDCO may also arrange for a meeting at the child's previous setting. If a child is entering the school with complex needs, relevant training and risk assessments will be carried out.</p> <p>Transitioning Through Key Stages: At Westvale Primary School, we recognise that transition and change can be an extremely anxious time for some children and their parents/carers. To support children to make that transition as smooth as possible, current class teachers meet with future class teachers and discuss the individual needs of a child. Pupils will</p>

	<p>have access to a series of designated afternoons throughout the Summer 2 term whereby they can spend some quality time with their new class teacher, get to know them better and start to build important relationships before they start in their class in September. Some pupils, especially those with communication and interaction difficulties, will also be provided with a social story highlighting key areas of their new classroom, key adults and any new daily routines they need to familiarise themselves with. Every child with an EHCP will also be provided with a Pupil Passport which forms part of the transitional package to ensure that staff have a sense of their strengths, areas of development, likes and dislikes in readiness for their arrival. If pupils arrive from a different setting, the previous school will also be contacted for relevant information which could support the transition.</p> <p>Transitioning to a New Setting: When a child transitions to a new setting, all relevant information is passed over. If a child has complex needs, this could involve a meeting with the new setting, parents/carers or external agencies. As a school, we have strong links with feeder high schools. This allows us to set up meetings to discuss certain children who we feel may need additional support when they start secondary education. Additional transition days are arranged for the most vulnerable pupils and support from the Mental Health Support Team is sought in the form of a 'Transition' workshop in Summer 2 term – to settle any nerves and provide strategies to support transition to high school.</p>
<p>13. Where is the local Authority's local offer and school's Local Offer published?</p>	<p>A link to the LA for the Local Offer: https://www.knowsleyinfo.co.uk/</p> <p>The school's Local Offer can be accessed on the school's website: https://www.westvaleprimary.co.uk/about-us/send/</p>