



ST. PATRICK'S CATHOLIC PRIMARY SCHOOL

*"Faithfully following in the footsteps of Jesus,
we serve, love and learn together,
inspiring each other to excellence."*

SEND Information Report

January 21

2026

Associated documents:

SEND policy
Accessibility Plan
Disability Policy
First Aid Policy
Intimate Care Policy
Remote Learning Policy

This policy will be reviewed on a yearly basis by the Governing Body

Signed..... Date.....

Mr. T. O'Malley

Chair of Governors on behalf of the Governing Body.

Review date: January 2027

Introduction

This aim of this information report is to provide an overview of how the provision for children with Special Educational Needs and/or Disabilities (SEND) is implemented in our school, in accordance with the SEND Code of Practice 0-25 years (January 2015).

What is a Special Educational Need and Disability (SEND)?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. (SEND Code of Practice 0-25 years (January 2015))

What kind of SEND does St. Patrick's provide for?

At St Patrick's Catholic Primary School, we have high expectations for all children and strive to support them in making progress and fulfilling their potential. We are an inclusive school and provide support for children in the following areas:

AREA OF NEED	CONDITION
Communication and interaction	Autism Spectrum Disorder (ASD)
	Speech and Language difficulties
	Developmental Language Delay (DLD)
Cognition and learning	Specific learning difficulties e.g.
	Dyslexia
	Dyspraxia
	Dyscalculia
	Dysgraphia
	Moderate learning difficulties
Social, emotional and mental health	Severe learning difficulties
	Attention Deficit Hyperactive Disorder (ADHD)
	Attention Deficit Disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairments
	Multi-sensory impairments
	Physical impairments

Which staff will support my child and what training have they had?

The school's Special Educational Needs Co-Ordinator (SENCo) is Mrs Farley an experienced teacher with over 13 years' experience, across Key Stage 1 and Key Stage 2. She has a National Professional Qualification in leadership and is currently undertaking the National Professional Qualification for SEN Co-ordinators (NPQSENCO) as required.

Contact details: send@stpatricks.sefton.school

Class teachers / subject cover teachers

All of our teachers receive regular SEND training and are supported by the SENCo and external agencies (as appropriate) to meet the needs of pupils who have SEND.

Teaching Assistants

We have a team of Teaching Assistants (TAs) including higher-level Teaching Assistants (HTLAs) who are trained to deliver SEND provision and interventions such as:

- Systematic, Synthetic Phonics
- Time to Talk
- Occupational Therapy
- Precision Teaching
- A Confident Me!
- Child Mental Health – Sefton's Wave 8 team
- Speech and Language (Black Sheep / Coloured Semantics)

External agencies and experts

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

- Sefton SEND and Inclusion Service
- Speech and Language therapists
- Educational Psychologist
- Occupational Therapists
- GPs or Paediatricians
- Physiotherapists
- School Nurse
- Sefton's Wave 8 team
- Social Services
- Early Help Team
- CAMHS
- Team Around the School
- Well Young Person's Team

How does St. Patrick's identify and assess children with Special Educational Needs?

Early identification of educational needs is essential to support children effectively. Children are informally assessed as they enter Reception across all areas of learning.

Class teachers monitor and assess children's work and their approach to learning on a daily basis. Pupil progress meetings are held each term to discuss any concerns and identify children who are not making expected progress. A targeted plan, which involves additional support strategies, can be put in place to enable children to achieve. These plans are referred to as 'Wave 2 support'.

In the event that children are not making progress after accessing 'Wave 2 support', they may benefit from more bespoke support and a SEND Support Plan. (See below.)

If children are still not making expected progress, despite accessing bespoke SEND support, we work with a number of external agencies, who are able to provide more specialist assessment and can support school in accessing any equipment or facilities required. These assessments are arranged following discussions between parents, class teachers and the SENCo. This process is in line with the Graduated Approach: Assess Plan, Do, Review (see below).

How does St. Patrick's provide for children with Special Educational Needs within the classroom?

Class teachers are committed to delivering high quality teaching as part of the Quality First Offer agreed across Sefton. At St. Patrick's, we ensure that Rosenshine's Principles of Learning underpin all of our approaches and are guided by the EEF's research on High Quality Teaching for pupils with SEND.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send> Children will access inclusive teaching, that encompasses different approaches to engage and provide challenge. These approaches may include: use of visual timetables, questioning, scaffolding, revisiting prior learning, multi-sensory activities and adaption of tasks to ensure teachers are meeting the needs of all learners.

Support staff are deployed in order to support children's development in becoming more independent learners.

If, despite reasonable adjustments made by class teachers, children are still having difficulties making progress, we follow the graduated approach to supporting children's needs as recommended in the SEND Code of Practice 0-25 years (January 2015).

Assess, Plan, Do and Review

This cyclical process is designed to involve parents, class teachers and the SENCO in collaboration to support children. Professionals from external agencies are involved if appropriate and specialist advice forms part of a child's plan. For further information on the Graduated Approach, please see the associated document available on the school website. <https://www.stpatrickschurchtown.com/send>

SEND Support Plans

Children's support plans are comprehensive documents that outline the children's strengths and areas for development. Specific outcomes to be achieved are detailed, as are the strategies to be employed to support children in achieving their targets. They are reviewed on a termly basis or more frequently if appropriate. The views of children and parents play an integral role in the creation of support plans.

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

Parents are actively encouraged to play an integral role in their child's education by sharing information and collaborating with staff.

If a child has a SEND Support Plan, your child's class teacher will meet you three times a year to;

- 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

The SENCO may also attend these meetings to provide extra support.

Working in close partnership with parents is the best way in which we can ensure children are thriving at school and achieving as highly as possible. SEND meetings provide an opportunity to ensure that everyone has a clear understanding about how children's needs are being met in 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.

How will my child be involved in decisions made about their education?

We will always seek children's input on the decisions that affect them. The level of involvement will depend on each child's age, and level of development.

How does St. Patrick's evaluate the effectiveness of provision for children with Special Educational Needs?

The quality of teaching and progress of all pupils, including those with Special Educational Needs, is a core part of staff professional development and is regularly reviewed by the Headteacher and members of the Senior Leadership Team.

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

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after a minimum of 10 weeks
- Using pupil questionnaires
- Monitoring by the SENCo and members of the Senior Leadership Team
- Using provision maps to measure progress
- Holding an annual review (Children with an EHCP)

Who should I contact if I am concerned about my child's learning?

If parents are worried about their child's progress, they should contact class teachers in the first instance.

Class teachers have a responsibility to ensure that the curriculum they deliver is adapted to respond to the strengths and needs of all pupils and they work hard to achieve this.

If class teachers are concerned about a child making limited progress or displaying changes in their behaviour and/or learning, they will contact parents to share concerns and discuss ways to move forward. Class teachers will also seek support from the SENCo and subject leaders.

Who should I contact if I have ongoing concerns about my child and their learning?

If, after collaboration with the class teacher, you still have concerns about your child's learning, you should contact Mrs Farley (SENCo). You can either; contact the school and arrange to meet with Mrs Farley, or you can send an email via: send@stpatricks.sefton.school.

Should any parents or carers have concerns regarding the SEND provision for their child, they should follow the steps outlined within the school's complaints policy.

How does the school make sure my child is included in activities alongside pupils who don't have SEND?

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

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make reasonable adjustments in line with the Equality Act 2010 and the School's accessibility plan to ensure that they can be included

How are children's social and emotional needs supported in school?

All children take part in PSHE (Personal, Social, Health and Economic)/RSHE (Relationship, Sex and Health Education) lessons on a weekly basis, which are delivered by class teachers. During PSHE and RSHE lessons, children are shown how important it is to be able to talk about and share any concerns. School also follows advice from the organisation, 'Young Minds', which helps to raise awareness for Child Mental Health.

If a parent and/or carer has concerns about social and emotional wellbeing, they should speak to the class teacher. Pastoral support is planned on an individual basis, in collaboration with parents and other agencies as appropriate.

We have a 'zero tolerance' approach to bullying. Please see our Anti-Bullying Policy.

How are children supported when they move to a new class, key stage or school?

At St Patrick's all children are encouraged to visit the school before their start date. Our Reception teachers and SENCo (where appropriate) visit new starters at home and nursery.

Children transitioning between classes will spend time in their new classrooms with their new teacher, before transitioning across year groups and key stages. Alongside this, teachers have transition meetings where they discuss the needs of each child to ensure continuity.

Children with SEND will receive an enhanced transition to high school which may involve additional visits to their school of choice. The SENCo liaises with each setting and Head of Year 7 to ensure that all relevant information is shared.

How accessible is the school environment?

St Patrick's is an inclusive school and we encourage children to access all activities and school trips. Adaptations are made where possible to ensure children with SEND are given equal opportunities. We are happy to discuss access arrangements and meet with parents as appropriate to ensure children are supported in the best way. (For further information see our Accessibility Policy.)

What support is in place for looked-after and previously looked-after children with SEND?

The Headteacher will work directly with the SENCo, to make sure that all staff understand the needs of a looked-after or previously looked-after pupil with SEND.

Which support services are available in Sefton for children and their families?

If you have questions about SEND, or require additional help or advice, 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 Sefton's Local Offer.

<https://www.seftondirectory.com/localoffer>

Our local Special Educational Needs and Disabilities information advice and support services (SENDIASS) organisations are accessible via the following link:

[Sefton's Information, Advice and Support Service \(SENDIASS\) | The Sefton Directory](#)

Reviewed and maintained by: J. Farley, SENCo

Date: January 2026

