



# ST. PATRICK'S CATHOLIC PRIMARY SCHOOL

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

## Associated documents:

SEND policy

# SEND Information Report

November 14

# 2023

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

This policy will be reviewed every three years by the Governing Body

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

Mr. T. O'Malley

Chair of Governors

**Review date: November 2024**

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) has been implemented in our school, in accordance with the SEND Code of Practice 2014.

## 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 2014)

## What kind of Special Educational Needs 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
<b>Communication and interaction</b>	Autism Spectrum Disorder
	Speech and Language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including Dyslexia, Dyspraxia and Dyscalculia.
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention Deficit Hyperactive Disorder (ADHD)
	Attention Deficit Disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairments
	Multi-sensory impairments
	Physical impairments

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

### **SENCo:**

Our SENCo is Mrs Garlick, who has 7 years' experience in the role. In 2015, Mrs Garlick achieved the National Award in Special Educational Needs Co-Ordination. With 11 years teaching experience, Mrs Garlick has taught across Key Stage One and Key Stage Two and is currently teaching in Year 6. In addition, Mrs Garlick is an integral member of the Senior Leadership Team, undertaking the role of the Senior Assistant Headteacher.

### **Class teachers / subject cover teachers**

All of our teachers receive in-house SEND training and are supported by the SENCo to meet the needs of pupils who have SEND.

### **In the last academic year, class teachers and subject cover teachers have received the following training:**

- SEND Support Plans and SMART targets (inc. EHC Plans and High Needs Funding)
- Quality First Teaching
- The Four Areas of SEND
- Subject Leadership: Every Leader a Leader of SEND
- Sensory Diets and Calm Corners
- Early identification (Graduated Response) – Provision Mapping (Wave 1, 2 and 3)
- Speech and Language – bespoke to individual pupils
- Occupational Therapy – bespoke to individual pupils
- Child Mental Health Training – 'A Confident Me!'
- Child Mental Health – Sefton's Wave 8 (Year 5 and 6)
- SEND in the wider curriculum (ensuring all staff have a bespoke curriculum which meets the needs of all learners)
- BSquared small steps SEND assessment (EYFS through to Year 6)
- Health Check – support and advice from SENIS for SENCo and the Art, Science and Maths leads

### **Teaching Assistants:**

We have a team of Teaching Assistants, including higher-level Teaching Assistants (HLTAs) who are trained to deliver SEND provision.

### **We have Teaching Assistants who are trained to deliver interventions such as:**

- Systematic, Synthetic Phonics (inc. Active Learn)
- Time to Talk (Speech and Language)
- Occupational Therapy
- Provision Teaching (working memory)
- Child Mental Health – A Confident Me!
- Child Mental Health – Sefton's Wave 8 team
- Speech and Language (Black Sheep / Coloured Semantics)
- Team Teach – Positive Handling

## **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 – Inclusion Consultant: Sophie Walsh
- Speech and Language therapists
- Educational Psychologist – Anita Bennett-Warne
- Occupational Therapists
- GPs or Paediatricians
- Physiotherapists
- School Nurse – Donna Buck
- Sefton's Wave 8 team – Kelly Appleton (named therapist)
- Education Welfare Officers
- Social Services and other LA-provided support services

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

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

Class teachers monitor and assess children's work on a daily basis in order to provide engaging learning experiences that challenge children at their own level. Pupil progress meetings are held each term and can identify children who are not making expected progress and need targeted support. 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'.

Specialist assessment may be required if children are still not making progress, despite accessing a bespoke SEND support plan. We work with a number of external agencies, who are able to provide more specialist assessment, as appropriate to each individual child and can support school in accessing any equipment or facilities that may be beneficial.

These assessments are arranged following discussions between parents, class teachers and the Special Educational Needs and Disability Co-ordinator (SENCo), Mrs Garlick.

Following specialist assessments, advice from the professionals involved is discussed with parents and their recommendations form part of a child's support plan. This may lead to additional equipment and facilities being secured, if appropriate.

## **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. Quality First Teaching refers to teachers being highly skilled and having a good understanding of all their pupils, using a range of teaching strategies to help all learners within their class. At St. Patrick's, we ensure that Rosenshine's Principles of Learning underpin all of our approaches. Doing this ensures all 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 differentiation of tasks to ensure teachers are meeting the needs of all learners.

Support from teaching assistants can enable children to access the same learning as their peers and provide the opportunity for class teachers to work directly with children with Special Educational Needs to ensure they have a secure understanding of how to plan for their progress. Support from staff is always 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 2014.

## **The Graduated Approach – Assess, Plan, Do and Review**

The steps within this graduated approach are:

### Assess, Plan, Do, Review

This cyclical process is designed to involve children, parents, class teachers and the SENCO in collaboration about the most effective provision to support children and enable them to make progress. Professionals from external agencies are involved if appropriate and specialist advice forms part of a child's plan.

## **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 within SEND Support Plans, as are the strategies to be employed to support children in achieving these targets. They are reviewed on a termly basis or more frequently if appropriate. Children's views play an integral role in determining effective support to enable progress. (For more information about The Graduated Approach / SEND Support Plans, please see the SEND policy.)

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

We will provide termly review meetings on your child's progress. Children with an Education Health and Care Plan (EHCP) will also have their annual review meetings in line with the EHC outcomes.

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.

We know that you are the experts when it comes to your child's needs and aspirations. We would like to make sure you have a full understanding of how we are 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 additional 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.

If you have concerns that arise between these meetings, please contact your child's class teacher.

### **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 two 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
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

### **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.

Although a child with SEND may not progress as quickly as children without SEND, they should be making progress. This is then a clear indication that the provision is working. Your child's progress will be discussed at the termly meetings with your child's teacher as part of our graduated response. Our efficient school data tracking systems enable us to analyse data quickly and we can monitor whether a child is making progress and also the rate of progress.

Termly meetings between class teachers and parents of children with Special Educational Needs provide an opportunity to evaluate the progress children have made against the outcomes outlined in their SEND Support Plans and across the curriculum. If children are making progress (at their own level), then this is an indication that the provision in place is working. If this is not the case, then following the graduated approach (see above) may lead to the involvement of more specialist involvement and/or assessment.

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
- Using provision maps to measure progress
- Holding an annual review (if a child has an Educational and Health Care Plan (EHCP))

### **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
- More teaching assistant hours

- Further training for our staff
- External specialist expertise

If that is 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.

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

Class teachers should always be the first point of contact for any concerns. If parents are worried about their child's progress, they should contact class teachers and discuss their concerns.

Class teachers have a responsibility to ensure that the curriculum they deliver is adapted to respond to the strengths and needs of all pupils. Pupil progress is closely monitored throughout the year and members of staff have meetings each term to discuss the progress of the children in their class.

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 Garlick, the Special Educational Needs Coordinator (SENCo). You can either; contact the school and arrange to meet with Mrs Garlick, or you can send an email via: [inclusion@stpatricks.sefton.school](mailto:inclusion@stpatricks.sefton.school).

If class teachers are concerned about children in their class and have had initial discussions with parents, they too may discuss concerns with Mrs Garlick. Working together is the best way to help all children feel confident, enjoy school and make progress academically and socially.

At times, parents and staff may feel that although a child has been identified as having an educational need and relevant, purposeful support has been put in place to meet their need, it is necessary to put in a request for an Education Health and Care Plan (EHCP); an assessment that would lead to a specific plan being created to meet a child's educational, health and social care needs. This would take place once all strategies within the Graduated Response have been responded to. An EHC Plan may lead to some families deciding to access more specialist provision for their child.

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 SEND, the first person you should tell is your child's teacher. To arrange to meet your child's class teacher, you can email via the class email address or request a meeting during drop-off/ collection times.

They will pass the message on to our SENCo, Mrs Garlick, who will be in touch to discuss your concerns.

You can also contact Mrs Garlick directly via her email address:

[inclusion@stpatricks.sefton.school](mailto:inclusion@stpatricks.sefton.school)

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.

We will make a note of what's been discussed and add this to your child's record.

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

## How will I be involved in 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. Parents (and children) have an important part to play in determining the outcomes to be achieved and discussing the provision in place to enable children to reach their full potential. Reviews will take place on a termly basis, or more frequently if appropriate. Parents are involved in all decisions made about additional provision and support strategies that are in place for their child, and are welcome to make appointments to discuss this with class teachers or Mrs Garlick throughout the school year. Children are encouraged to talk about their learning and consider factors that make it easier for them to make progress in all areas of school life. Children are invited to complete Pupil Questionnaires to ensure that their voice is heard and is an integral part of determining outcomes to be achieved and planning additional support.

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?

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our school trips. All pupils are encouraged to take part in Sports Day, School Productions and workshops provided by external agencies.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.



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

All children take part in PSHE/RSHE lessons on a weekly basis, which are delivered by class teachers. BSquared targets are used, when appropriate, to track the children's social and emotional progress, as well as their organisational skills and key knowledge about safety. During PSHE and RSHE lessons, children are shown how important it is to be able to talk about and share any concerns. In addition, the SENCo and the relevant support staff have been trained to deliver the programme, 'A Confident Me', which focuses on raising self-esteem and supporting the mental health of pupils in KS2. School also follow advice from the organisation, 'Young Minds', which helps to raise awareness for Child Mental Health.

Pupils who are in Year 5 and 6 have access to Sefton's Wave 8 Mental Health Team. If a class teacher identifies a pupil as needing support, Mrs Garlick (SENCo) will meet with the parents and follow up with a referral into the service. Once referred, an assessment takes place so that the team can decide if they are able meet the child's needs through targeted emotional support. When a level of need can't be met, the Wave 8 team will refer to other avenues of support.

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

Pupils with SEND are encouraged to be part of the School and Eco Councils, as well as being encouraged to attend After School Clubs to promote teamwork/building friendships. We provide extra pastoral support to ensure we are regularly listening to the views of pupils with SEND through termly questionnaires and pupil conferences with Mrs Garlick. 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?**

Transition to a new learning environment can be challenging for all children. In the summer term, all children spend some time in their new classes with their new teacher to help familiarise them with their new settings and ease any worries and anxieties about the unknown. Some children benefit from more visits to their new classroom and this can be easily arranged in school and is something discussed between class teachers and parents. For those children transitioning into Key Stage 2, time is spent in new areas of the school over time (i.e. playground), to build up the familiarity of the new environment. The SENCo also works closely with Early Years settings to support with the transition from nursery to Reception. The SENCo and Reception teachers will always meet the child in their current setting (including a home visit), before meeting in school.

At times, parents may feel it is beneficial for their child to have photographs of their new classroom and their prospective teacher to discuss at home during the summer holidays to alleviate anxiety as much as possible.

Class teachers share information about all children before they start a new class and if children have been accessing SEND support the SENCo will also be involved in discussions. Parents are welcome to request meetings with their child's new teacher and the SENCo prior to September if they feel this would be beneficial. If children accessing SEND support are moving from Year 6 to Year 7, there is close liaison between primary and secondary staff, as well as with parents and children to enable a smooth transition. We recognise that this is a challenging time for our Year 6 pupils, so we ensure that our PSHE curriculum provides bespoke transition support which is dependent on the Year 6 cohort. Additional support is accessed from the Wave 8 team. The SENCo meets regularly with the school's Inclusion Consultant (Sophie Walsh) so that any transitions can be flagged up in the September of Year 4, which is then regularly followed up as the children move into Year 5 and 6. Transition meetings and transition visits to high school will be arranged accordingly through Mrs Garlick and the Year 7 Heads of Year and SENCos. The number of these visits depends on each individual child. Children's records are shared with their new school, following the school's GDPR policy.

## **Between years**

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meetings of the year when the pupil's SEND is discussed.
- Ask the current teacher and the next year's teacher to meet together to hand over any information, share the child's support plans and documents, as well as meet with support staff.
- Schedule opportunities for the children to access a moving day, visiting their new class teacher and classroom.
- Send home photographs of the child's new class teacher and classroom to support during the summer break.

## **Between schools**

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

## **Between Key Stage Phases (Year 6-7)**

The SENCo of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEND support. Additional meetings can be arranged between the SENCos and Parents.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Recovering gaps in knowledge
- Accessing a worry management programme, ensuring pupils have the opportunity to discuss any of their concerns.

## **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 and feel an integral part of school life. We are happy to discuss access arrangements and meet with parents as appropriate to ensure children are supported in the best way within the school building and when involved in excursions and extra-curricular activities. (For further information see Accessibility Policy.)

## **How does St. Patrick's ensure they can meet children's need effectively?**

Mrs Garlick has been awarded the National Qualification for SEND and works with internal and external support staff to ensure all children's needs are being met effectively. Mrs Garlick works very closely with many professionals to ensure that children have access to all available expertise. These professionals are outlined above. (See section relating to: How can we identify and assess children with Special Educational Needs?)

Staff members have accessed a range of training to support children with SEND and regular audits of children's needs determine any training requirements.

Training accessed includes:

- Using the AET framework (assessing progression in Autism)
- Sensory Diets – Support through Occupational Therapy advice
- Speech and Language Programmes- personalised to pupils

- Child Mental Health – A Confident Me scheme
- Supporting children to develop fine and gross motor skills (input from Occupational Therapy)
- Quality First Strategies – across the curriculum
- SEND leadership across the curriculum.
- Supporting children with Specific Language Impairments
- BSquared- Assessing children working at Pre-Key Stage
- Supporting SEND and behaviour through the National College

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

Mrs Halsall will work with Mrs Garlick, our SENCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND 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 SEND. We will make sure that any Personal Education Plans (PEPs), SEND support plans or EHC Plans are consistent and complement one another.

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

If you have questions about SEND, or are 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](#)

Signed: R. Garlick

Date: November 2023

