



SEN Information Report

2024 - 2025

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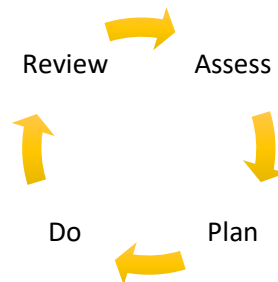
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Our Approach as a school

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. 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 a differentiated and personalised approach to teaching and learning. 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.

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



All teachers are responsible for every child in their care, including those with special educational needs.

If the school feel that additional funding is necessary to support a pupil, an application for 'High Needs Funding' can be made to the Local Authority. An Education, Health and Care Plan (EHCP) can also be applied for either by the school or by the parent / carer of a child.



Assess: Assessment is carried out in a number of ways and is an integral part to all teaching and learning, in all areas of the curriculum and a child's development. Observations, discussions, formative assessments (e.g. marking of class work) and summative assessments (e.g. end of topic / SATs) are just some of the many ways staff within school assess all pupils throughout the school day on a regular basis. It is never assumed that a child who is not making expected progress has a SEND. Instead, staff work in collaboration to consider potential barriers to their learning and other influencing factors (e.g. attendance, punctuality, personal circumstances).

When a child is identified as having a special educational need, additional assessments (internally / externally as appropriate), with a specific focus, may be sought from other professionals and agencies (e.g. an Educational Psychologist's consultation). The purpose of such assessments is to gain a more detailed understanding of the child's needs and to establish the best ways in which such needs can be met.

Plan: Outcomes of assessments and the analysis of such data informs the planning and delivery of high-quality teaching and learning, as well as additional intervention required. Staff within both schools are trained in a variety of specialist areas and can readily access the expertise of colleagues from across the Federation, with the needs and best interests of the children at the centre of all planning.

At times, school may seek the specialist support from other professionals perhaps from alternative settings within the Local Authority, in order to plan the most appropriate provision and support, specific to the individual pupil and their area of need. During the planning stage, parents / carers, teaching staff, the SENCo and at times additional professionals will all have a valued input to the process. Where there is involvement with a number of agencies, it can be purposeful to open what is known as an EHAT (Early Help Assessment Tool). This allows any professionals working closely with the child and family (e.g. paediatrician, class teacher, school nurse) to regularly meet and plan collectively; with the relevant professional leading, depending on the child's primary need. This collaborative approach can help to achieve a more holistic and consistent approach to meeting needs.

Do: Whilst interventions and additional support may be offered by other colleagues or professionals, it is the responsibility of the child's class teacher to ensure that the plan is fully implemented. Provision may take place within the classroom, in small groups or on a one-to-one basis. The frequency of such provision will be determined by the nature of the support, the needs of the child and the desired outcomes.

Review: Communication between all involved is key to ensuring that the needs of the child are met. Regular discussions take place in school between the class teacher, support staff and external professionals (where applicable) who are working with the pupil so as to allow for feedback and updates to be shared. Regular meetings are held with parents / carers and key staff involved, to review the progress made and to plan the next steps for the individual child. The impact of implemented support and provision will be a key factor in determining the next steps for the pupil. Where impact is not evident, it is likely that a change in support / approach will be adopted. An intervention will never simply continue or be repeated unless it is seen to be having a positive impact on the child's progress. When considering this progress, a variety of data will be considered and questions discussed (e.g. Has attendance impacted on the outcomes of an intervention? Is the timetabling of intervention appropriate?).



SEN Needs

When considering Special Educational Needs, the four broad areas of need, as identified within the Code of Practice (2014) are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

The purpose of identification is to establish what action the school needs to take in order to provide appropriate support and personalised teaching to suit the individual needs of the learner - not to fit a pupil into a category. As a school we recognise that no two children are the same and needs within one of the 4 areas can vary significantly.

As a school we review regularly the interventions, resources and training of staff in order to best meet the needs of all children with or without a SEND.

1. Communication and Interaction - for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. To support this area of need, additional classroom resources and equipment may be used for example visual timetables, PECS (Picture Exchange Communication System) cards.

This is an area in which members of St Patrick's Catholic Primacy have gained, and continue to gain a great deal of insightful information and professional development on, as a result of the professional dialogues that are regularly had with specialist settings and professionals.

Below is a list of regular intervention we deliver to children (this list is not exhaustive and we will always implement new interventions that are recommended).

COMMUNICATION & INTERACTION	
Intervention	Purpose
Socially Speaking	Supporting social interaction, increase self-esteem, improve listening skills and expressive language abilities.
Lego Therapy	Developing communication and problem-solving skills within small teams / groups.
WellComm	Supporting and developing early language skills.
Time to talk	Teach and develop social interaction skills and improve oral language skills for children aged between 4-6 years old.

External agencies / professionals who we may seek the advice and expertise from include:

- GP / Alder Hey Children's Hospital
- Speech and Language Therapy (SALT)
- Autism Initiatives
- Language Resource bases (particularly Matthew Arnold base)



2. Cognition and Learning - for example where children and young people learn at a slower speed than others of their own age despite appropriate differentiation, have difficulty understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in Literacy or Maths. This is an area in which an extensive range of interventions are well-established.

Below is a list of regular intervention we deliver to children (this list is not exhaustive and we will always implement new interventions that are recommended).

COGNITION & LEARNING	
Intervention	Purpose
Precision Teaching	Tailor made programme to develop basic skills of Maths / English / develop fluency / retention of skills.
Dyslexia friendly approaches	Approaches in our teaching style which ensures all children can access the curriculum and work
GL assessments	Dyslexia and dyscalculia screeners to assess whether a child may have some aspects of dyslexia or dyscalculia
Small group work	Aimed at target a particular topic of learning to help the child further understand this and apply their knowledge independently.
Read, write Inc	Tailored to the needs of the child to focus on phonetic sounds they are not familiar with
Number Stacks	Tailored to the gaps in children's knowledge to build up their understanding of number and number systems

As a school we continue to monitor the impact of such interventions on each individual pupil they are intended for. With high-quality teaching as an ongoing focus for all subjects and for all children, colleagues work closely together to constantly reflect on additional resources / styles of teaching that can be incorporated to everyday classroom practice. We actively seek additional training which may further support the school in this area and apply this if we feel there will be a positive impact on our pupils' learning.

External agencies / professionals who we may seek the advice and support from include:

- Special Education Needs Inclusion Support Service (SENISS)
- Educational Psychology Service (EP)



3. Social, Emotional and Mental Health Difficulties (SEMHD) - for example where children may experience social and emotional difficulties which can manifest in different ways. This difficulty can present in varying ways – examples include: becoming withdrawn, displaying challenging behaviour, behaving in a disruptive manner and self-harming.

Below is a list of regular intervention we deliver to children (this list is not exhaustive and we will always implement new interventions that are recommended).

SOCIAL, EMOTIONAL & MENTAL HEALTH DIFFICULTIES	
Intervention	Purpose
Social Stories	Stories written to help pupils to further develop social understanding.
Think Yourself Great (TYG)	Helps children to make positive changes in their lives – benefiting their learning /self-esteem / relationships.
Life story therapy	Involves researching the child’s history and working directly with the child and key adult to discuss events and changes before creating a life story book comprising of the work done during the therapy sessions.
Equine therapy (Shylowen)	To develop a child’s confidence and independent skills
Play Therapy	helps children understand muddled feelings and upsetting events that they haven’t had the chance to sort out properly.
Mental Health Support Team	This team will support children and their families who are struggling in the SEMH category.
Seedlings	Our Seedlings therapist will support children with a range of difficulties and will offer support to their families in dealing with difficulties they may be feeling

To further support pupils with SEMH needs, the school often seek the support and expertise from a number of agencies and professionals who have a specialism in this area. Links are established with the following:

- Child & Adult Mental Health Services (CAMHS)
- Seedlings therapies
- Mental Health Support Team

4. Sensory and/or Physical Needs - where a child has a physical disability or sensory impairment the relevant support is planned for and provided, often through the provision of additional / adapted equipment or by adjustments to the school timetable. In such cases, the named School Nurse may be contacted and they would support the school, family and most importantly the pupil, in planning for and implementing appropriate provision. The School Health Service may be invited to attend reviews and discussions to ensure that staff in contact with the pupil have the relevant training / awareness of specific conditions. At times, a Health Care Plan may be written to support the physical / sensory needs of pupils. In this, strategies, treatment and specific information on the pupil’s needs would be documented and reviewed at least annually.

The medical expertise of professionals working alongside a child with sensory / physical needs are vital. It is their input which usually informs how best to support the individual.

- Physiotherapist
- Occupational Therapist
- Various departments from Alder Hey
- Sensory Services with Local Authority



Co-producing with children, young people and their parents

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

Action/Event	Who's involved	Frequency
Parents evening	Parents / teacher	Three times per year (October, February, July)
Review and renew Individual Education Plans	Parents, teachers, SENCo, Children, external services (when appropriate)	Three times per year (December, April, July)
Specialist external services (Education Psychologist, SENISS, Alder Hey departments, mental health support services)	When required and needed for the individual	Continuous professional conversations
Parent training	Parents, SENCo	Various occurring when suitable training is available or required
Open door policy	All staff	Before and after school available for meetings

Staffing deployment

It is the needs of the children which lead decision making in the deployment of staff. All staff within St Patrick's Catholic Primary recognise and appreciate that the needs of individual pupils and classes change. In meeting such needs, a flexible approach to planning and at times, staffing can be necessary if it believed that pupils will benefit. As a result of this, on occasions, there may be a movement of staff (teaching and non-teaching) between classes / key stages in order to ensure that the individual needs of children and the needs of classes as a whole are best met. Timetables of staff are tailored to suit the needs of children not only during class-based work but during lunchtimes and throughout the extended school day.



Staff professional development

We are committed to developing the ongoing expertise of our staff and organise regular professional development for staff. Below is a list of recent training staff have received

Initials of person	Training focus	Type of training
SR	Lego Therapy	Team teaching lego therapy 8 wk programme alongside an EP. Now supports other members of staff delivering this
JE, SL, SR, SJ	Wellcomm in KS1 and KS2 (delivered through Merseyside Autism & Speech Therapy – MAST)	2 day course to support the assessment of children using the Wellcomm speech and language programme and implementing an effective intervention
KP, MP, AS, AW, AMc, EB, KO'C	Wellcomm in EYFS (delivered through Merseyside Autism & Speech Therapy – MAST)	A 12 week programme visiting school once a week to support staff in early identification and assessment and delivering high quality speech, language and communication intervention.
KP, MP, AS, KO'C	Supporting social and emotion needs (delivered through ADHD foundation)	An 8 week programme visiting school once a week to supporting staff in early identification of those with social and emotional difficulties and implementing an effective intervention programme.
SL and JE	Refining SEN register and those requiring EHC application	Termly meeting with EP to discuss priorities of SEN register ensuring all children are categorised correctly and receiving the most effective support
HJ	Thrive approach to mental health DESTY trained	A series of face to face training sessions with a focus on emotional resilience and ensuring children are in a better place to engage with life and learning. Delivered training to all staff on the Thrive approach to embed within the school.
CMK	DESTY trained Relax Kids Coach	A series of face to face training sessions focusing on emotional resilience. Sessions take place individually or in groups and are targeted at those children who require this support to help them develop emotionally and socially.
SL	Specific Learning difficulties (dyslexia)	A 1 year course through Liverpool Hope University and BDA to qualify as a specialist teacher of children with dyslexia and dyslexic traits.



Staff qualifications

We recognise that staff have different expertise and interests and try to harness this within our professional development and qualifications. Below is a list of specific qualifications staff have achieved.

Initials of person	Area of expertise	Level of Qualification
JE	Special Educational Needs	BA (Hons) Primary Education with QTS National SENCo award
SL	Special Education Neds	PGCE Primary Masters in Teaching and Learning NPQSL National SENCo award
KP	Speech, language and communication	ELKLAN qualification
HJ	Mental Health support	Thrive (professional qualification)
JL	Attachment and Trauma	PG Certificate in Attachment, Trauma and Mental Health
PP	Mental health	Certificate in Child and Adolescent Mental Health for Designated Mental Health Leads PGCert in Parent-Child Therapy MA in Therapeutic Childcare: Life Story Therapy Diploma in Play Therapy NVQ Level 3 Health & Social Care (Children & Young People) Postgraduate Certificate; Emotional Behavioural Difficulties
CMcK	Family support and mental health	PG Certificate in Attachment, Trauma and Mental Health BA Learning Disability Studies
EH	Education with Special Educational Needs	BA (Hons) Education with Special Educational Needs
SL	Specialist teacher of dyslexia	Identification, intervention and teaching (dyslexia)

Finance

As a school we receive a SEND notional budget. The needs across the whole school are monitored and analysed and this money is spent in a way we feel best meets the needs of the children. The SEND notional budget is currently being spent on the following:

- Support staff
- Additional teacher between year groups to allow for team teaching opportunities
- Teaching resources
- Professional Development and training



Transition for all children including those with Special Educational Needs

The Code of Practise (2015) states that *'SEN support should include planning and preparation for the transitions between phases of education.'*

All transitions are a particularly important time in a child's school life and even more so for those with SEND. We are very aware that such times need managed very carefully to reduce the anxiety and worry for the children and their families. Where more vulnerable children are concerned, individualised transition plans will be put in place to ensure the needs of the child are met.

Transition and staffing	The needs of the children lead the decision making in the deployment of staff. It is carefully considered each year as to where staff are most needed and also to utilise the skill set of the staff. Sometimes, particularly for those children with ASD who struggle with change, support staff may move up with the year group to give this consistency. When this is not the case, a transition programme is put in place to ensure the child / children are familiar and comfortable with the new support staff.
Transition between year groups within school	<p>In July each year, we hold a 'Meet the Teacher' event for the parents. This is an opportunity for the parents to come into the new class and hear about what the children will be learning in the next year. Teachers will share information about the curriculum and expectations and parents will have the opportunity to ask any questions they might have.</p> <p>We also hold a transition afternoon when the class move up to their new classroom with their new teacher and support staff (although this can sometimes be kept the same). Teachers lead the children in ice breaker and getting to know you activities applicable to the age of the child.</p>
Transition from nursery (external) to reception	Our Nursery staff work together to ensure all children starting reception in September are visited during Summer term 2. This may be at their current nursery setting or may be a home visit. This allows the child to meet their future staff and have some activities to get to know the staff members. It also allows the staff members to gather some background information on the child's strengths and areas of difficulty to ensure plans are put in place before the September start point.
Transition from reception to year 1 (EYFS to KS1)	During summer term 2, the teacher planned for Year 1 will visit reception for at least half a day per week. They will spend time getting to know individual children and allow the children to become familiar with them as well. At times, the support assistant from reception will transition with the class to Year 1; this is dependant on staffing deployment needs and also if there is a 1-2-1 assistant within that class.
Transition from year 6 to Year 7 (Primary school to secondary school)	<p>We run a transition programme throughout Year 6. Their PSHE curriculum is tailored to ensure the Year 6 are socially and emotionally prepared for their transition to secondary school. We also enlist the support of external services for targeted transition work.</p> <p>In July 2024, we had 8 children on the SEND register leave St Patrick's and transition to various different secondary schools. All information relating to SEN and behaviours was transferred to the secondary school via CPOMS and this was communicated via the local authority transition forms completed.</p> <p>Local Authority transition forms are completed for each child in Year 6 and an additional local authority SEND transition form is completed for children on the SEND register. Meetings are held between the Year 6 class teacher / SENCo and a member of staff from the secondary school. These meetings lay out all the information about the child and ensure the secondary school are aware of difficulties children face and particular vulnerabilities. At these meetings, we will also recommend children we feel would benefit from a summer transition programme to help them settle into their new school.</p>



What has worked well this year

At St Patrick's, we are continuously striving to recognise what has worked well and had the greatest impact on the needs of the children across the school. Recent positive developments we have identified include:

- 1) Working with Merseyside Autism and Speech Therapy (MAST) in EYFS – they have supported our staff with and trained them in early identification of speech, language and communication difficulties. This has involved assessment to identify exact need and designed and implementing tailored intervention and support. They have also highlighted children for early identification of showing signs of cognitive difficulties
- 2) We strive to ensure we offer a wealth of opportunities and wider opportunities for all children including those with SEND. We have begun attending specific competitions for children with SEND and have encouraged those on the register to join our after school clubs (which are run by school staff who know the children and their needs really well).
- 3) All staff working together internally and with externally agencies to support the children on the SEND register to the best of our ability. We developed close working relationships with parents to address arising difficulties and implement strategies to try to support the children

Further development

Our strategic plans for developing and enhancing SEND provision in our school next year include:

- 1) Further embed the use of Wellcomm assessment and delivery to target a greater number of children with communication and language difficulties. This needs to be embedded throughout the school in Key Stage 1 and Key Stage 2.
- 2) To implement and monitor a programme for Lego therapy interventions led by member of staff who has received team teaching and support from external professionals.
- 3) To further develop our knowledge of specific learning difficulties in English to target and met the needs of individual children better and support them in achieving their potential.

Complaints

Our complaints procedures and policy are available on our website or from the school office.

Other policies

The SEND Information Report should be read alongside various other policies;

- Accessibility plan
- Admissions policy
- Bereavement policy
- Equalities policy
- Feedback policy
- Intimate care policy
- Mental health and wellbeing policy
- Positive relationships policy
- Safer handling policy



- SEND policy
- Supporting pupils with medical conditions

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005