



St. Elizabeth's Catholic Primary School SEN information report **October 2025**

"Each child is an opportunity to celebrate the whisper of God"

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SEN Governor – Mrs Cathie McDonald-Hollis

What types of SEN do we provide for?

St. Elizabeth's is a large, inclusive mainstream school with 437 children on roll, aged between 2 and 11 years old. We aim to fully comply with the requirements outlined in the Special Needs Code of Practice (2014). Staff have training and experience to be able to meet the needs of learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and /or Physical needs

Children on our current SEND register have needs in the four areas listed above. We have staff with experience in supporting children with speech and language difficulties, fine and gross motor difficulties, visual impairment, sensory processing needs, dyslexia, Autistic Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD). In addition to using our staff expertise, we work closely with range of outside agencies from education, health and social services to support a wide range of special educational needs.

Identification and assessment of pupils with SEN

All children are valued. Pupils' progress is monitored by Senior Leaders and the SENCO in termly pupil progress meetings. These meetings allow staff to identify those pupils making less than expected progress. The first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected the class teacher will discuss their concerns with the SENCO.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside data and expectations of progress. This information gathering will include an early discussion with parents/carers and where appropriate, the child. There begins a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited and revised. This leads to a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. If the support needed can be provided by enhanced quality first teaching then a child might not be considered SEND nor placed on the SEND register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will normally be placed on the SEND register at "SEND Support." The school will then seek to remove barriers to learning and put effective special educational provision in place. Parents are encouraged to make an appointment to speak to the class teacher and SENCO about any concerns they have regarding their child.

Evaluating the effectiveness of SEN provision

The head teacher and leadership team regularly monitor and evaluate the quality of provision for all pupils. The SEND governor visits the school regularly, liaises with the SENCO, and receives reports at termly curriculum committee meetings. Budgets are closely monitored by the bursar, head teacher and governors. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against school expectations
- How children progress in interventions groups
- Progress against individual targets

- Pupils' work

How do we assess and review pupils' progress towards their outcomes?

For SEN pupils, a variety of assessment tools may be used to measure progress in addition to routine termly assessments. School uses NFER tests for Reading, Maths, Spelling and Grammar. These provide both standardised and age standardised scores. Children will always be given assessments in line with their ability. Reading and spelling ages are used and other diagnostic tools such as the DRA (Diagnostic Reading Analysis) and B-Squared also help track progress and set targets. School may use CoPS 4-7 with younger children, which pinpoints specific areas of need and gives a more detailed indication of a pupil's particular strengths and weaknesses that may impact learning. It comprises nine short tests which cover working memory, phonological awareness, phonological processing, auditory discrimination and colour discrimination. Older children who we feel have a specific area of difficulty in literacy can be assessed using LASS 8-11. This pinpoints specific areas of need and is taken by pupils who have a high probability of dyslexia. It gives a more detailed indication of a pupil's particular strengths and weaknesses that may impact reading. It comprises nine short tests which cover working memory, phonological awareness, phonological processing, reasoning and reading.

External agencies may use further specialist assessments to inform their reports and give a more detailed learning profile. Termly pupil progress meetings in school include the leadership team and SENCO. We use a four-part cycle of assess, plan, do, review through which earlier decisions and actions are revisited, refined and revised. This leads to a growing understanding of the pupil's needs and what helps them to make progress and secure good outcomes. During this process information may be captured in a SEND Support Plan (SSP). This plan is intended to be a working document, which is regularly updated as more is understood about the child's SEND. The SSP will be reviewed termly. Children with social communication difficulties or medical needs may be given a Pupil Profile to provide a pen portrait of themselves.

EHCPs

An Education, Health and Care Plan (EHCP) is considered when a child's special educational needs go beyond what can be provided through standard SEN support in their school or early years setting. If a child is not making expected progress despite targeted interventions, or if their needs are

complex and require coordinated input from education, health, and social care services, an EHCP may be appropriate. Parents, teachers, or health professionals can request an Education, Health and Care Needs Assessment from the local authority. This assessment looks at the child's strengths, challenges, and the support they currently receive. If the local authority agrees that additional, tailored support is needed to help the child thrive, they will issue an EHCP—a legal document that outlines the child's needs and the specific help required to meet them

Pupil and Parent Involvement in SEN Provision

Our school is committed to working in partnership with pupils and their families to ensure that every child with Special Educational Needs (SEN) receives the support they need to thrive. We recognise that parents hold unique knowledge about their child's strengths, challenges, and aspirations, and their input is essential in shaping effective support strategies. Equally, we value the voice of the pupil and encourage their involvement in decisions about their learning and wellbeing, in ways that are appropriate to their age and understanding. This collaborative approach is embedded throughout our SEN processes, including identification, planning, review, and transition. By fostering open communication and shared decision-making, we aim to build trust, promote inclusion, and achieve the best possible outcomes for every child.

What is our approach to teaching pupils with SEN?

Every teacher is a teacher of SEND. We believe that all children have the right to a broad and balanced curriculum. High quality teaching, differentiated for individual pupils, is always the first step in responding to pupils who have SEND. All staff members are committed to creating an inclusive learning environment in their classrooms believing this to be the key to ensuring children with SEND are making good progress and eliminating underachievement. We also recognise there are times when some children require a more personalised curriculum. Every class has a full time Teaching Assistant who will work with small groups or individual children to provide a support in class or deliver interventions aimed at the children's specific learning needs.

All children with an EHCP Plan will have suitable provision in class with appropriate intervention as necessary. This provision is monitored and tracked regularly through progress meetings. Every child at St. Elizabeth's is an individual and is treated as such.

Support and intervention for children on the SEND register is planned to meet their individual needs. We take a holistic view to supporting children with SEND, encouraging participation in the wider school curriculum and actively supporting the family/carers around the child.

How do we adapt the curriculum and learning environment?

All teachers match the tasks, support and resources to the differing needs of the children. All our teachers are clear on the expectations of 'Quality First Teaching' and are monitored by the leadership team. Where appropriate the curriculum is personalised and individual learning targets are set. Teachers plan lessons to accommodate differing learning styles and to engage auditory, visual and kinaesthetic learners. When a child with complex SEND needs meet the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to enable access to all areas of the school curriculum for pupils and their parents/carers with a disability (eg. adapted seating or auxiliary aids in the classroom.) Where there are concerns of safety and access, further consideration is given to planning for an activity and where applicable parents/carers are consulted. If necessary, additional staff members are provided to ensure SEND pupils can be included and risk assessments are carried out.

What additional support for learning is available?

We work alongside other agencies to provide support for those children whose needs require multi-agency partnerships. Support in school can take many forms such as adult support in class, focused 1-1 or small group intervention, additional resources in class, access to a range of IT or supporting the use of auxiliary aids.

Inclusion of SEND Pupils in Extracurricular Activities

Our school is committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), have equal access to extracurricular activities and school clubs. Participation in these opportunities supports social development, confidence, and wellbeing, and should be available to every child. We actively work to remove barriers—whether physical, sensory, or social—by adapting activities, providing additional support, and fostering inclusive environments. This approach reflects our wider commitment to inclusion and aligns with national initiatives such as the

Inclusion 2028 programme, which promotes access to sport and enrichment for SEND pupils across the UK.

How do we support pupils with SEN to improve their emotional and social development?

Our Pastoral Manager ensures all pupils and their families/carers receive a high standard of pastoral support. Specific staff are trained to support the medical needs of pupils and where relevant, personal care plans are put in place. The Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and adhered to by all staff. We have a zero tolerance approach to bullying (Behaviour Policy/Equalities objectives) in our school and will address the causes of bullying as well as the negative behaviours. We regularly monitor attendance and take the necessary actions to help improve both attendance and punctuality. Our Attendance Officer works with children and families to promote attendance and punctuality. All children are encouraged to participate in a wide range of extracurricular activities, where able, and are fully included in all clubs. We work with a Play Therapist who provides individual support working 1:1 with children.

Who can you contact at the school?

If you have any concerns regarding your child, your first point of contact should always be the class teacher who can then refer you to the SENCO for further advice as necessary. All relevant information is made available to the Head teacher, Mr. L. Daniels and the SEND Governor, Mrs Cathie McDonald-Hollis.

What expertise and training do our staff have to support pupils with SEN?

We have staff who are experienced in delivering interventions to support children in reading, writing and maths. Additional programmes recommended by external agencies are also in place to support speech and language development, social skills, handwriting and fine motor skills. Teachers and support staff regularly attend training sessions as part of their professional development. These can be in-house or externally run. The SENCO has a teacher's qualification and has completed the National Award in Special Educational Needs Co-ordination. Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and only proceed with parental consent.

How will we secure specialist expertise?

At times it may be appropriate to involve other agencies to advise and support. These agencies include Speech and Language Therapists, Educational Psychologists, Inclusion Consultants, Well Young Person's Team, Occupational Therapists, the School Nurse and Community Paediatricians. We will always include parents/carers in this process. The school SENCO, Miss Sparrow, will now be involved working alongside other agencies to implement their advice. More personalised small group or one to one sessions may be required, for example to follow a specific speech and language programme, a daily reading intervention or a fine motor programme. These are delivered by experienced teaching assistants.

How will we secure equipment and facilities to support pupils with SEN?

The school has an extensive resource bank for supporting SEND pupils e.g. weighted lap pads, wobble cushions, spell checkers, chewelry, sloped writing desks, pencil grips. However, if equipment or facilities were required which the school did not have, appropriate avenues would be explored.

How do we handle complaints from parents of children with SEN about provision made at the school?

In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher. If concerns are still unresolved parents may wish to engage with the school's complaints procedure, which can be found on the school website.

How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

The SENCO attends termly work plan meetings to discuss school priorities and how other professionals can help to support pupils with SEND. When specialist support is required, beyond that which the school is able to offer, an individual referral will be made. In these cases parents/carers will be consulted and consent sought. We have established relationships with a range of professionals in health and social care. These include educational welfare, school nurses, educational psychologist, social workers, behaviour support services, inclusion consultants, speech and language therapy, play therapy, mental health support and occupational therapy. We have a particular duty

in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement with learning. When Looked after Children attend our school we do our utmost to ensure they fulfil their potential. We attend review meetings with children's services and maintain a Personal Education Plan (PEP).

What support services are available to parents?

Sefton has a number of services that can support families and carers of children with additional needs. Information about these services can be found at www.seftondirectory.com

Where can the LA's local offer be found?

Information about Sefton's Local Offer, detailing the provision available locally for children and young people with SEND can be found at:

www.seftondirectory.com/localoffer

How do we support pupils moving between different phases of education?

Some children may require more support during transition. This may be when they come to our school, when they change classes, when they change key stages and when they transition to high school. A child may require extra visits to their new class, or a photo book to prepare them for new staff and a new learning environment. Children new to our school may wish to have more than one visit at different times of the day. Children with special needs moving to high school will be invited for more visits. The SENCO from the high school will liaise with our SENCO Miss Sparrow and class teachers to ensure that they have as much information as possible about how best to meet the pupil's needs. Sefton's Inclusion Team will also become involved where necessary to support an enhanced transition. Parents/Carers and the child will be involved in this process and we aim to make transition as smooth and worry free as possible.