SEN Information Report

September 2026

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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. (**Reference:** Teaching & Learning Policy Sept 25)

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. 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?).

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.

Current SEND Pupils

Number of children on roll: 201

Number of children on the SEND Register: 63

Percentage of children on the SEND Register: 25% EHCP 6 %

The school's SENDCO (Special Educational Needs and Disability Co-ordinator) is Mrs. K Mitty

Types of SEND provided for within the school:

EHCP – 13 pupils
SEND Support – 50 pupils

Children's special educational needs are generally thought of in the following four broad areas of need and support.

The area of need and support of children on St. Clare's SEND Register are:

1. Communication and interaction: 38
2. Cognition and learning: 9
3. Social, emotional and mental health: 13
4. Sensory and/or physical needs: 3

*Some of our children have needs in more than one area.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

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, objects of reference. This is an area in which members of St Clare'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 and Interaction	
Intervention	Purpose
WellComm	Supporting and developing early language skills
Attention Autism	Helps develop children's attention skills to develop communciation
Intensive Interaction	Develop early interaction and communication skills
Language for thinking	Develop children's language skills from concrete to abstract

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

GP / Alder Hey Children's Hospital
Speech and Language Therapy (SALT)
Educational Psychologist
MAST Speech Therapist.

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 and Learning	
Intervention	Purpose
Small group work	Aimed at target a particular topic of learning to help the child further understand this and apply their knowledge independently.
Fresh Start Phonics	Tailored to the needs of the child to focus on phonetic sounds they are not familiar with
First Class at Number	Intensive support for pupils struggling with maths, 3 different strands available
Project X code	intervention programme for children in years 2-4 who are a year or more behind expected levels for their age and need support in their reading.
Reading Plus	reading development programme that teaches students the skills they need to read
Learning by Questions	improves education with a pedagogy based on timely feedback, interventions

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 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 and Mental Health	
Intervention	**Purpose**
Social Stories	Stories written to help pupils to further develop social understanding.
Play Therapy	helps children understand muddled feelings and upsetting events that they haven't had the chance to sort out properly.
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

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

As of September 2026 we have 63 number of children or young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include Learning walks, data analysis, pupil voice.

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 SEND Pupils Profiles	Parents, teachers, SENCo, Children, external services (when appropriate)	Three times per year October, February, June
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, ASD Team	Various occurring when suitable training is available or required
Open door policy	All staff	Before and after school available for meetings

Staff development and Qualifications

This year, we have put in additional training into Adaptive Teaching, Oracy and Communication and our SENCO attends the School Improvement SEN Briefing in March and November.

The SENCO holds the National SENCO Award

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age.

It is the needs of the children which lead decision making in the deployment of staff. All staff within St Clares'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.

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
- Commissioned external services Occupational Therapy, SEEDLINGS, Educational Psychologist, Specialist Services
- Training
- Sensory Equipment

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder Nurseries and Secondary schools to support their transition to their next stage of education.

Our approach involved: The EYFS lead attending the Nursery to Reception Transition Event run by the Local Authority.

The SENDCo attending the Secondary Transition Event run by the Local Authority.

School has an internal transition day when children meet their new teacher.

Transition meeting within school between teachers to discuss their new class.

SEND Pupil profiles available for all staff to see. Teachers set their targets in June which will be carried on by their new teacher in September.

We closely monitor children and young people's destination data.

All SEND information shared with new schools via CPOMS

Complaints

Our complaints policy is available on the school website or via the school office.

What has and has not worked this year

At Clare'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 Speech and Language 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, implementing tailored intervention and support. They have also highlighted children for early identification of showing signs of cognitive difficulties

2) All staff working together internally and with externally agencies to support the children on the SEND register to the best of our ability. Working with SENISS, Educational Psychologist, Autism Team

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include ...

Development of LSA's working with SEND pupils.

Developing the curriculum and provision to our pupils with the complex SEND needs

Relevant school policies underpinning this SEN Information Report include:

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

- SEND policy
- Child Protection Policy
- Teaching and Learning Policy
- Assessment and marking policy
- Accessibility Plan
- Supporting Pupils with Medical Needs policy

Legislative Acts taken into account when compiling this report include:

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

Date presented to/approved by Governing Body: October 2024