St Monica's Catholic Primary School

SEND Information Report

Approved by:	Headteacher and Governors	**Date:**	25/11/25
Last reviewed on:	25/11/25		
Next review due by:	25/11/26		

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SEND Information Report

What types of SEND does St Monica's Catholic Primary School provide for?

St Monica's Catholic Primary School is a large, inclusive mainstream setting with 457 pupils aged 3–11. We recognise the definition of Special Educational Needs (SEN) as set out in the SEND Code of Practice (2014):

> *"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."* (p.94, para. 6.15)

We aim to fully comply with all statutory duties within the SEND Code of Practice.

We support children with needs across the four broad areas:

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

Children on our SEND register have needs across all four categories. Our staff have experience supporting pupils with:

- Speech, language and communication needs
- Visual and hearing impairments
- Specific learning difficulties (e.g., dyslexia, dyspraxia)
- Autistic Spectrum Disorder/Condition (ASD/ASC)
- Attention Deficit Hyperactivity Disorder (ADHD)

The school also works closely with a wide range of external agencies across education, health and social care.

How do we identify and assess pupils with SEND?

St Monica's Catholic Primary School is a caring community where all learners are known and valued. High-quality teaching is the first step in meeting the needs of all pupils. A child may be identified as having SEN when sustained lack of progress remains despite appropriate adaptations and interventions (SEND Code of Practice, para. 6.44).

Early identification is vital. We use the following systems and procedures:

- Assessment and data analysis to identify slow progress or emerging needs
- Termly pupil progress meetings involving the Assessment Lead, SENDCO, SLT and class teachers
- Teacher observations and formative assessments
- Listening to concerns raised by parents/carers
- Graduated approach: assess → plan → do → review
    - If needs can be met through the school's universal provision, a pupil may not be placed on the SEND register.
    - If support required is *different from or additional to* that ordinarily available, the child will be recorded on the SEND register. Parents/carers are always informed.
- Regular review of provision maps
- Close work with the Local Authority and external agencies to support early identification

How do we evaluate the effectiveness of our SEND provision?

The SENDCO, Headteacher and Senior Leadership Team regularly monitor the quality and impact of SEND provision. The SEND governor maintains oversight, and budgets are monitored by the bursar, Headteacher and governing body.

Impact is measured through:

- Tracking pupil progress data and test outcomes
- Measuring progress against national benchmarks
- Monitoring progress across interventions

- Reviewing individual targets
- Evaluating pupils' work and participation
- Annual review of SEND and Inclusion policies
- Use of online monitoring systems (e.g., CPOMS and EduKey)
- Implementing advice from external professionals

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

Progress is reviewed termly during pupil progress meetings involving the class teacher, Assessment Lead, SENDCO and SLT. Reviews are aligned with parents' evenings whenever possible.

Some pupils may require:

- More frequent reviews
- Review meetings timed around external assessments or reports
- A SEND Support Plan documenting the assess–plan–do–review cycle
- A one-page pupil profile

A pupil may have a profile without being on the SEND register if their needs are met through universal provision.

What is our approach to teaching pupils with SEND?

At St Monica's, every teacher is a teacher of every child, including pupils with SEND. All children are entitled to a broad and balanced curriculum, and high-quality teaching is the foundation of our provision.

Staff create inclusive learning environments through:

- Adapted teaching
- Differentiated resources
- Small-group or 1:1 interventions where needed
- Personalised curriculum pathways for pupils requiring additional support

Children with Education, Health and Care (EHC) Plans receive provision in line with their statutory requirements. All provision is tracked and reviewed regularly.

We adopt a holistic approach, encouraging participation in the wider curriculum and supporting families as part of the child's overall development.

How do we adapt the curriculum and learning environment?

Teachers adapt learning tasks, resources and support to meet individual needs. Lessons are planned to accommodate different learning styles and promote engagement.

Where a child meets the definition of disability, we fulfil our duties under the Equality Act 2010, including:

- Making reasonable adjustments (e.g., adapted seating, auxiliary aids)
- Providing additional staff if required
- Carrying out personalised risk assessments for pupils with physical or significant SEMH needs
- Implementing reduced-hours plans where appropriate, following Local Authority guidance

What additional support for learning is available?

Support may include:

- Adult support within lessons
- Small-group or 1:1 intervention sessions
- Additional resources or specialist equipment
- Auxiliary aids
- Weekly support from a speech and language therapist for communication needs

We also work with a range of external multi-agency partners when additional expertise is required.

How do we enable pupils with SEND to engage in activities alongside their peers?

St Monica's is committed to inclusion across all aspects of school life. We review barriers to learning and participation, and make reasonable adjustments to ensure all pupils can engage fully in:

- Curriculum activities
- Educational visits
- Extra-curricular clubs
- Whole-school events

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

The emotional wellbeing of all pupils is supported by:

- A dedicated Pastoral Lead working alongside the SENDCO
- Weekly input from the Mental Health Support Team and a Mental Health Practitioner
- Support from Parenting 2000 counsellors and a play therapist
- Whole-school use of The Zones of Regulation
- A comprehensive weekly PSHE curriculum
- Clear expectations through the Behaviour Policy
- A zero-tolerance approach to bullying

Additional opportunities include:

- Mindfulness clubs
- The Good Morning Club for pupils experiencing anxiety
- Access to the Sensory Room, Wellbeing Room and Quiet Room for support and regulation

How do we support children with medical needs?

Trained staff support pupils with medical needs, and individual health care plans are created where required. School works closely with healthcare professionals to ensure appropriate provision is in place.

Who can you contact at the school?

If you have concerns, please speak first with your child's class teacher, who may direct you to:

- SENDCO: Mrs Fate
- Assistant SENDCo (EYFS/KS1): Miss H Byrne
- Assistant SENDCo (KS2): Miss L McGiveron
- Pastoral Lead: Mrs R Hough

Headteacher: Mr J Gouldbourne

Contact details:
Email: finance.stmonicas@schools.sefton.gov.uk
Telephone: 0151 525 1245

What expertise and training do our staff have?

Our staff are trained in delivering evidence-based interventions for reading, writing and maths. Additional programmes recommended by external agencies support:

- Speech and language development
- Social skills
- Handwriting and fine motor development
- Emotional regulation

Qualifications include:

- SENDCO: National Award for SEN Coordination, Early Years SENDCo qualification, Senior Mental Health Lead
- Assistant SENDCos: Currently completing NPQ in SEN Coordination
- Pastoral Lead: Studying Level 5 Apprenticeship in Nurture

We work in partnership with specialist services such as:

- Educational Psychology
- Special Educational Needs and Inclusion Service
- Speech and Language Therapy
- Occupational Therapy
- School Nurse
- Visual and Hearing Impairment Teams
- Autism Education Team
- Parenting 2000
- Children's Services (Early Help)
- Sensory Advisory Service
- Mental Health Support Team
- Alder Hey Clinical Teams

Parental consent is always sought before making referrals.

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

The school provides resources where appropriate. If specialist equipment or facilities exceed the school's budget, we consult with the Local Authority and external professionals to secure additional funding or support.

How do we consult parents of pupils with SEND?

We value strong partnerships with parents. We:

- Encourage parents to meet with the SENDCO or Assistant SENDCos
- Provide ongoing feedback and termly consultation meetings

- Share targets and next steps
- Offer opportunities to review SEN Support Plans termly
- Provide curriculum information through our school website

How do we handle complaints about SEND provision?

Parents should first speak to the class teacher. If concerns remain, they may contact the SENDCO or Assistant SENDCo. If further support is needed, parents should make an appointment with the Headteacher, Mr Gouldbourne.

How do we support pupils moving between phases of education?

We aim for all children and families to feel welcomed and prepared during transitions. Support includes:

- Transition meetings between staff across key stages
- Opportunities for parents to visit the school
- Enhanced transition sessions for identified pupils
- Visual supports and additional visits
- Year group transition plans
- Collaboration with secondary school SENDCOs for pupils moving to Year 7
- Access to Autism Education Trust transition materials

Where can the Local Authority Local Offer be found?

Sefton's Local Offer provides information about services available for children and young people with SEND and their families.

Visit:

https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0