



St Christopher's Catholic Primary School

*At St Christopher's Catholic Primary School, we embrace each new day and live the Jesus way through:
Caring, Learning and Inspiring'.*

Our School SEND Offer

September 2025

1. How does the school know if young people need extra help and what should I do if I think my child may have special educational needs?

St Christopher's adopts a graduated response to meeting special educational needs and/or disabilities. Teacher assessment and tracking will identify children who are not making expected progress or meeting targets. If there are concerns, then the teacher will monitor closely and notify the Head Teacher, SENCO and parents. Class teachers regularly inform parents about pupil progress and discuss the next steps to support learning if your child is new to our school, then the previous setting will be contacted and records will be transferred. If you have concerns about your child's progress you should speak to your child's class teacher initially. Appointments can also be made with the school's Head Teacher, SENCO, Pastoral team and SEND Governor.

2. How will school staff support my child?

Provision for pupils at St Christopher's Primary School with special educational needs and/or disability is the responsibility of the school as a whole with specialist guidance from the SENCO, the Governing Body, and the Head teacher. St Christopher's ensures that all pupils with special educational needs and /or disabilities are identified early, assessed and catered for within the school and make the best possible progress. Class teachers will plan and deliver high quality classroom teaching to meet the needs of all children and their learning styles. The school SENCO will coordinate support and plan provision for all children with special educational needs and/or disabilities. All staff, in liaison with Head teacher and SENCO will continually assess pupils to identify strengths, set targets and plan next steps in learning, writing pupil profiles with achievable targets to support pupil progress. These targets are shared with parent/carer and also with the child, liaise and involve parents/ carers in supporting pupils at school and at home and provide regular feedback about a pupil's achievements and experiences. In some cases class teachers will plan for additional support and monitor the success and impact on a child's progress. As well as support in school, some children may require additional support from outside agencies. Outside agencies may offer school advice and strategies to support your child or they may work directly with the child and/or their family.

3. How will the curriculum be matched to my child's needs?

The school has high expectations of all pupils, with teachers planning to meet differentiated needs and learning styles. Children receiving special educational needs support, may require intervention. These interventions may be daily or weekly and will vary in duration depending on the planned provision. With the SENCO, teachers monitor the success of the interventions judging their effectiveness by the impact on pupil progress. The teacher will use specific strategies which may be suggested by the SENCO or professionals from outside agencies to enable your child to access the whole curriculum. Teachers will share targets with pupils so that they know how they can achieve them and who will help them to achieve their targets. Parents with children who have an Individual pupil profile with learning targets will be invited to discuss their child's targets and next steps. Parents will be kept regularly informed of their child's progress towards these targets. Target pupil profiles are reviewed by the SENCO with class teachers, to celebrate achievement and set new targets to plan next steps in learning. The progress of children with an Educational and Health Care Plan is formally reviewed at the Annual Review with the leading professionals, Health professionals and parents/carers.

4. What support will there be for my child's overall well-being?

Headteacher; SENCO; Teaching staff; Welfare/pastoral team ; School Nurse Drop-in; Quiet Place (Support for children's social, mental and emotional health)access to Seedlings (part of CAMHS), Motivation through Sport; SEND Governor; First Aiders; Named Safeguarding Officers. All staff are trained in safeguarding and are responsible for ensuring your child's safety. St Christopher's encourages a close parent-school partnership working together to keep pupils motivated, safe and happy. Our Catholic ethos and PSHE curriculum supports pupils' social and emotional aspects in learning, including Circle Time and referral to our pastoral team The school have a Breakfast Club that includes a healthy breakfast and outdoor play. Our School Council helps children to share their views and Ideas School have a monthly, nurse drop in session for parents to seek advice and support, prior notice of this appears in the school bulletin. There are weekly extra-curricular activities for all children to attend, including choir, drama and Sports and Arts. St Christopher's have had E-safety training including a parent session, giving support and advice on how to use the Internet safely.

5. What specialist services and expertise are available at or accessed by the school?

St Christopher's is a member of a Primary Consortium. Through this Consortium Outreach support can be accessed.

These include:

Liverpool Educational Psychology Service

Child & Adolescent Mental Health Service (CAMHS)

Special Educational Needs Integrated Support Service (SENISS)

Speech & Language Therapy

Occupational Therapy

Early Intervention Family Support Services

School family support service

Seedlings

Liverpool Autism

Barnardo's

Quiet Place

6. What training are the staff supporting children and young people with SEND had or having?

Our school SENCO attends Local Authority Briefings to keep up to date with any legislative changes in special educational needs. All staff attend training sessions within school to support the needs of

all children. Training is sometimes delivered by external agencies. St Christopher's supports the professional development of all staff and the training provided responds to the needs of all children and staff at any given time. St Christopher's have a teacher who has been trained to deliver a 'Numbers Count' intervention programme, and teaching assistants who deliver 'First class at number' programme as well as a Dyscalculia programme. The school in collaboration with the local Consortia can access Quiet Place facilities and training to support children's emotional health and well-being. The school accesses the support and guidance of Seniss, Speech & language and a number of other agencies on a needs basis.

7. How will my child be included in activities outside the classroom including school trips?

Risk assessments are undertaken before all off-site activities and residential. This will include a prior visit to ensure the environment is accessible for all children. School will request parent/carer consent for all planned visits. St Christopher's follows the Local Authority guidance for pupil-staff ratios. Occasionally parents may be asked to accompany their child. Our Creative Curriculum provides opportunities for outdoor learning and educational trips. Forest school is delivered throughout Early Years Foundation Stage. St Christopher's offers a wide range of extracurricular activities to all children, these activities are advertised in our weekly school bulletin and specific newsletters.

8. How accessible is the school?

The school building is on two levels and features include ramps, disabled parking and a disabled toilet in the school. When working with pupils who have English as an additional language, we will consult EMTAS (Ethnic Minority and Traveller Advisory Service) useful background information required from non-English speaking parents/carers will be requested in their own language. There is a google translate facility on the school website. Specialist equipment may be accessed via the Consortium.

9. How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?

The Headteacher will meet for a parent consultation and invite you to look around the school and meet our school staff. If appropriate, a personal transition plan/ phased transition will take place. This will be in partnership with parents/carers to support your child as they settle into their new class/ school. School will liaise with Early Years settings, or other schools your child has attended to gather information about individual needs. School will hold 'Team around the Child' (TAC) meetings, contacting specialist services to ensure that we are working in partnership to achieve the best outcomes for your child. Pupils Individual Education Plans/targets are shared in advance between current and next class teacher. Our SENCO attends a Primary Transition Day with Secondary school SENCOs to discuss your child's transition and any special educational and/or disability needs.

10. How are the school's resources allocated and matched to a child's or young person's special needs?

The Governing Body oversees the expenditure and therefore ensures resources/ interventions are directed to support as appropriate, Special educational and/or disability needs: A 'Service Level Agreement' within the Local SIL is in place to enable access from specialist services to support all pupils as appropriate.

11. How are parents involved in the school? How can I be involved?

Parents can speak to a member of the Pastoral team, Mrs L. Chadwick (responsible for community links) or any other member of staff to discuss any involvement they may request. The school regularly invites parents from all year groups into their children's classes to share activities such as reading/ maths games with their children. Throughout the year specific programmes are delivered for families, e.g. Nurture Group. St Christopher's adopt a graduated response, following steps to monitor, assess and review pupil progress and discuss with parents/ carers 'next steps'. School will review the impact of interventions and if appropriate access further support form outreach services at the Primary Consortia. Teachers share individual targets with all pupils, discussing how they can achieve their targets and resources, which will be used to help them.

12. Who can I contact for further information?

Parents/Carers are invited to our School's Parents programme, Parent/carers are invited to school Music assemblies, class celebrations, school productions, school fairs, book share etc. Specialist agencies can be invited into school (accessed via consortia) to talk to you about how they can support you and your child. Parents/carers of young children are invited to 'Stay and Play', prior to starting reception class. We hold parent workshops and surgeries for you to talk to specialist services. Parents/carers are actively encouraged to support their child with their homework projects and daily reading. We circulate weekly bulletins to keep parents/carers up to date. Parents' Evening take place during the academic year and a written report for the year's progress and attainment is provided to all parents they can also keep informed with events/activities via our Twitter page. Appointments can be made with your child's class teacher, SENCO or Headteacher to discuss your child's progress or needs. St Christopher's has an open-door policy working together with parents to support all pupils' education

If you require more information about our school, please visit our school website

www.stchristophersprimary.com

Appointments can be made via the school office to meet with the school's Headteacher (Mrs Harrop) or SENCO (Mrs Chadwick). The Local Offer can be found in the Family Services Directory on the city council website: www.liverpool.gov.uk