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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'.*

SEND Information Report

September 2025

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SEN Information Report

Published in accordance with the code of practice section 69

At St Christopher's Catholic Primary School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

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

- Through rigorous tracking in English and Maths, teachers are immediately aware of any children not meeting their targets. If there are any concerns, then the teacher will monitor closely and notify the SENCO and parents.
- If your child is new to the school the SENCO will contact the previous placement for records to be transferred to this setting.
- If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO. If you are still not happy you can speak to the school SEND Governor.

Consulting Parents

There is the opportunity for you to come into school to discuss your child's targets and to set new targets with the class teacher. The class teacher will contact you directly, if necessary, to make an appointment.

What opportunities will there be for regular contact about things that have happened at school?

We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This will ensure that we are doing similar things to support them both at home and school and we can share what is working well in both places. Therefore it is important that you attend any meetings, or take the opportunity to speak to the SENCO and make an appointment to discuss any concerns/worries.

How will you explain to me how my child's learning is planned and how can I help support this at home?

A Home/School link letter is sent home with details about what your child is learning about in school and how you can support this at home.

How and when will I be involved in planning my child's education?

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By attending all Parents' Evening, keeping the school informed of any significant changes that may impact on your child's education and ensuring attendance at any requested/review meetings.

Do you offer any parent training or learning events?

The SENCO is able to direct parents/carers to specific training and support for families with children who have ASD. Parents are encouraged to talk to their child's class teacher regularly to keep them updated about what they are doing at home

- The SENCO (or Headteacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have
- All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child

How will school staff support my child?

Class teacher – He/she is responsible for:

- Ensuring that all children have access to good or outstanding classroom teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation)
- Checking on the progress of your child through monitoring and assessment. Planning for and delivering any additional help your child may need (e.g. targeted work, additional support, adapting or carrying resources, targeted interventions) and discussing amendments made with the SENCO as necessary.
- Writing pupil profile, sharing and reviewing these with parents/staff and planning for the next term
- Ensuring that the school's Special Needs Policy is followed in their classroom and for all the pupils they teach with any SEN and/or disabilities

The Special Educational Needs Co-Ordinator (SENCO) – Is responsible for:

- Co-ordinating all the support for children with special educational needs and/or disabilities and developing the school's Special Needs Policy to make sure all children get a consistent, high quality response to meeting their needs in school ensuring that you are:
 - (i) involved in supporting your child's learning
 - (ii) kept informed about the support your child is getting
 - (iii) involved in reviewing how they are doing
 - (iv) part of planning ahead for them
- Liaising with all the other people who may be coming into school to help support your child's learning e.g., Speech and Language Therapy, Educational Psychology, specialist outreach teachers etc.

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- Updating the school's SEN register (a system for ensuring all special educational and physical needs of pupils in this school are known and understood)
- Monitoring your child's progress and needs by:
 - ensuring that records are kept and reviewed
 - ensuring that new targets are set when goals are met
 - ensuring that adjustments are made when conditions develop/new diagnosis are made
- To provide specialist support and arrange training for teachers and support staff in the school so they can help your child and other pupils with SEN and/or disabilities in the school to achieve their potential

The Head teacher – is responsible for:

- The day-to-day management of all aspects of the school – this includes the support for children with SEN and/or disabilities
- She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to Special Needs

The Class teacher/SENCO/Head teacher and SEND Governor can be contacted by appointment at the school office.

The SEND Governor – is responsible for

- Ensuring that the school has an up to date Special Needs Policy
 - That the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities

Prompt identification and assessment of learner's special educational needs,

- Evidence of personal learning targets in teachers' planning;
- Use of Pivats
- Accurate and up to date records for learners with SEN;
- Parents being aware of their child's targets;
- Learners being aware of their targets;
- Learners meeting targets;
- Effective working relationships with outside agencies;

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

- The teacher will have the highest possible expectations for your child and all pupils in their class

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- All teaching is based on building on what your child already knows, can do and can understand
- Your child will experience different ways of teaching to enable him/her to be fully involved in their learning. This may involve things like using more practical learning or providing different resources amended for your child
- The teacher will use specific strategies which may be suggested by the SENCo or staff from outside agencies to enable your child to access the learning task
- Your child's progress is continually monitored by his/her class teacher through observation, assessment and review.
- His/her progress is reviewed formally every term
- At the end of Reception class teachers use the evidence they have gathered to make judgements of each pupil's attainment. These judgements are shared and are published nationally.
- At the end of year 2 and year 6 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Children will have their own targets which will be reviewed each term and the plan for the next term made.

The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

- The SENCO will monitor the progress of all children who are involved in individual or group interventions and work with staff to plan next steps and targets for these children.
- If your child has an EHC, detailed records of their learning and the progress they are making towards their targets will be kept. These records are shared between class teachers and teaching assistants and are monitored by the SENCO.

The progress your child is making will be shared with you at Parent's Evening and any review meetings. You will receive a full report of your child's achievements at the end of each academic year.

The SENCo (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.

- All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report.

Learning targets will be reviewed with your child's involvement each term. Your child's teacher will be available to discuss the targets with you. Classroom based assessments as detailed in the school assessment policy will provide the basis of assessments for learners with special educational needs, highlighting strengths and weaknesses in the profile of achievement. Outside agency assessments i.e. Educational Psychologist, Speech and Language Therapist will be sought when a more detailed assessment of abilities is required.

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

The school & family pastoral support partners provide pastoral support for children on a daily basis including the use of heart math and 'A quiet place', they also run the 'Rainbows' and 'Sunbeams'

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programmes. St Christopher's also has access to Seedlings (Part of CAMHS) whereby children can be referred if required. There is also a variety of extra-curricular school clubs.

Any medical needs are recorded and passed to the School Nurse.

How does the school manage the administration of medicines and provide personal care?

Via the school welfare officer.

What support is available for behaviour, thereby avoiding exclusions and increasing attendance?

- The school has a behaviour policy and a Home/School Contract is sent home at the beginning of the academic year to be signed by yourself and your child.
- The school may access advice or individual support for children from the Local Authority support is available from the Social Inclusion Team, for instance placements at a Pupil Referral Centre.
- Your child may attend any review meetings or TAC meetings if it is appropriate. They may also be asked to express an opinion in a child friendly manner by their class teacher, LSA or Senco, to be recorded on a feedback or review sheet.

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

What other service does the school access including health, therapy and social care services?

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- SENISS (Special Educational Needs Integrated Support Service)
- High needs funding
- Seedlings
- Liverpool Autism
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- Loss & bereavement services
- Occupational Therapy
- Early Intervention Family Support Services
- Professional training for school staff to deliver medical interventions

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

- PIVATS Training
- Support for teachers and TAs working with children with EAL, (English as an additional language)
- Speech and Language training for TAs
- Support for behavioural problems
- Dyslexia intervention- Toe by toe
- Dyscalculia intervention
- ASD training
- Safeguarding training
- Heart math training

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- Quiet place training
- Restraint training

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

- A full risk assessment will take place to ensure the safety of your child and other children when taking into account activities outside the classroom.

How do you involve parents/carers in planning activities and trips?

- Activities and trips can only take place with the permission of parents and after a full consultation and risk assessment.

How accessible is the school?

The building is on two levels.

Have there been improvements to the auditory and visual environment?

There is a 4D dream room located in the mobile classrooms all classes use visual timetables

Are there disabled changing and toilet facilities?

There is a disabled toilet, with changing facilities

How do the school communicate with parents/carers whose first language is not English?

- We consult with EMTAS (Ethnic Minority and Traveller Advisory Service) and will use the services of an interpreter if required.

Google translate is available on our school website

- Letters are written in different languages

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?

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- (i) We will contact the new school's SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child e.g. school visits.
- (ii) We will ensure that all records about your child are passed on as soon as possible.

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- (iii) That the relevant staff members from the receiving school are invited to the final annual review for children with a statement before a planned move
- When moving classes in school:
- (i) Information will be passed on to the new class teacher in advance, the child will visit the new class and teacher, a planning meeting will take place with the new teacher. All targets and background information will be shared with the new teacher. ASD children will have a home booklet with all information about their new class

In Year 6

- (i) The school & family pastoral support partner will attend the Primary Transition Day run by the Local Authority, to discuss the specific needs of your child with the SENCO of their secondary school.
- (ii) Your child will visit their new school on and in some cases staff from the new school will be invited to visit your child in this school.

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

- In consultation with the class teacher, SENCO and Learning support assistant delivering interventions

How is the decision made about what type and how much support my child receives?

- Through discussion and monitoring
 - Through an EHC plan
 - The school budget, received from Liverpool LA, includes money for supporting children with SEN.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including
- Children getting extra support already
 - Children needing extra support
 - Children who have been identified as not making as much progress as would be expected

and decide what resources/training and support is needed.

- All resources/training and support are reviewed regularly and changes made as needed.

Who can I contact for further information?

- The first point of contact for any discussions about your child should be the class teacher.
- The SENCo or Headteacher is available to meet with you to discuss your child's progress or any concerns/worries you may have. Please contact them via the School Office.
- The SENCo works closely with many outside agencies, and is able to provide bespoke advice regarding support for children and families.