

**“Learning and Growing
Together; Inspired by the
Love of Jesus.”**

St Aidan’s Catholic Primary School

SEN Information Report 2025-2026



Christ Centred Aim:

Inspired by the love of Jesus, we are committed to creating a school community for all, by developing everyone to support Catholic values and show love and forgiveness to all.

Education Aim:

By learning and growing together, everyone can discover and develop their gifts, use their knowledge and skills and aspire to do their best in all areas of the curriculum.

Community Aim:

Together we foster respect for each other and for our environment creating a welcoming, non-judgemental community that works together in peace and harmony as one school, parish and global family.

At St. Aidan's Catholic Primary School, we are proud to provide a safe, stimulating, and inclusive learning environment where every member of our community is valued and respected. At the heart of all we do are our children. Our school is a safe space where everyone is valued equally and encouraged to achieve their full potential as we learn and grow together inspired by the love of Jesus.

The aim of this information report is to explain how we implement our SEND policy. If you want to know more about our arrangements for SEND, our SEND policy can be found on our school website or contact the school directly.

The Children and Families Act (2014) underpinned wider reforms to ensure all children and young people can succeed, no matter what their background. A child or young person has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

There is a requirement for Local Authorities to publish a 'local offer' of support, which is comprehensive, transparent and accessible to all. This can be found on the Knowsley Council website at:

<https://www.knowsleyinfo.co.uk/categories/advice-information-local-offer>

All Knowsley maintained schools have a similar approach to meeting the needs of pupils with special educational needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We have set out our 'school offer' through a series of questions through which you can get more information.

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

- All pupils at St Aidan's are rigorously tracked in all subjects through half termly assessment as well as tracking progress using individual class data
- Meetings are held on at least a half termly basis to discuss the progress of each pupil within the class. If there are concerns about progress or if any child needs extra support, then this is identified early and acted upon. Your child may receive intervention in a small group, and you will be fully informed about concerns.
- Prior to the termly planning and review meeting, staff are asked to complete a "cause for concern" sheet in order to set the agenda for the planning and review meeting. The class teacher or the SENDCo will then arrange to meet with the parent and discuss the best action to take. If action is required between planning and review meetings, class teachers are able to discuss this with the SENDCo.
- If your child is new to our school then progress will be discussed with the previous school or nursery and any files will be transferred – discussions will also take place with the SENDCo, Head or Deputy during your visit to our school.
- If you think your child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher or SENDCo and your child's needs can then be discussed. If the difficulties persist, we have a cause for concern sheet which teachers can use to refer pupils to the Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will then decide the best action to take. This may include a referral to one or more outside agencies (for instance Speech and Language Therapy or the Educational Psychology Service). No referrals to agencies can take place without the signed consent of parents/carers.

2. How will school staff support my child?

- All teachers use and adapt activities to support all pupils within their classes. Each class has a teaching assistant, and they are used to support children who may need it. This is monitored closely and if there are still concerns a plan will

be put together with clear targets to ensure that progress is made. Parents will be informed at each stage of the process.

- Throughout the school, staff are trained in several behaviour and learning support strategies to help individual pupils with their needs. If we feel that the child needs more specialised support then, with parents' permission, outside agencies will be involved.
- The school SENDCo keeps in touch with all class teachers, teaching assistants and the learning mentor to ensure that your child's needs are met and targets in their Individual Education Plan (IEP) are reviewed. The frequency of the support your child receives will depend on their level of need.
- The SENDCo or class teacher will involve you in all support plans for your child. School staff will measure the impact of the support given to your child and the progress your child is making against the targets that were set.

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

- At St Aidan's we meet the child at their needs tailoring and adapting objectives in order for all pupils to make progress; we do not wait for a diagnosis. We recognise that children are at different levels in their learning and learn in different ways; therefore, class teachers plan with this in mind. High quality teaching is key, and every teacher is a teacher of SEN.
- To support all children, the school delivers the curriculum in different ways and has tailored the curriculum to meet the needs of our children with engaging, relevant and stimulating content. We also provide small group intervention or individual support. These interventions may be daily or two or three times a week and will vary depending on the intervention and the need of the individual. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress and feed information back to the SENDCo and head teacher during pupil progress meetings.
- We understand that children learn at their own pace, so we closely monitor progress using Individual Education Plans (IEPs). All parents are invited to contribute to their child's Individual Education Plan (IEP), and we will keep you informed of progress that is made in meeting the targets in the plan.

4. What support will there be for my child's overall wellbeing?

- We have a highly experienced Learning Mentor who supports children individually or in groups to ensure their needs are being effectively understood and also provide them with the skills to support their learning in school.
- We have a trained Thrive Practitioner who is able to run highly tailored programmes to suit individual needs.
- Children's emotional and physical wellbeing is of paramount importance, as is the safety of all children and adults in our school community. Children are treated respectfully, and their opinions are valued. Children are taught, through a variety of lessons and activities, how to keep themselves and each other safe. Children know who they can talk to if they have a worry or concern.
- We have a clear policy regarding behaviour and expectations that all children adhere to. Where issues arise regarding behaviour, initial liaison with the parent will be made by the class teacher. If the behaviour continues, the SENDCo/Deputy Head and or Head Teacher will meet with the parent and child. The Learning Mentor or Thrive Practitioner will also become involved and offer some targeted intervention. If after a period of intervention, the behaviour is continuing, and the child becomes at risk of exclusion a Pastoral Support Plan Meeting may be called.
- The school will keep in close contact with you about your child's overall wellbeing. We have after school and lunch time clubs to support all children in building friendships along with "playground leaders" to assist children on the yard at playtime and lunchtime.

- We use elements of PSHE and RSHE lessons, and The Thrive Approach to ensure that all children have a voice and have an opportunity to share ideas and worries.
- We have a School Council to allow children to voice their ideas about changes that could be made on a school level – each class (from Year 1) has representatives who attend regular school council meetings and take ideas forward to the Head Teacher.
- We have trained First Aiders/Paediatric First Aiders and staff have received defibrillator, diabetes, EpiPen and asthma training. All staff are up to date with Safeguarding/Child Protection training. All staff are trained in child protection and are responsible for ensuring your child's safety. The Head teacher is the Child Protection Lead and the SENDCo is a member of the Leadership Team.
- A robust policy ensures medicines are administered safely.
- Attendance and punctuality are monitored closely to ensure all children are receiving their full entitlement to education.

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

- The school can access specialist support from Knowsley's Central Area Support Team, and professionals such as Educational Psychologists, specialist ASC teachers, dyslexia assessors and inclusion support workers.
- We can make referrals, with your consent, to many specialist services including; The Early Help Team, CAMHS (Child and Adolescent Mental Health Service) and SLT (Speech and Language Therapy Service) and OT/PT (Occupational Therapy/Physical Therapy services).
- Support in school is available from the Mental Health Support Team, Learning Mentor, Thrive Practitioner, PAT dog and specialist Reading Recovery teacher.
- The school belongs to a SEN cluster group where the SENDCo meets with other schools in the local area and discusses the best way to support pupils as well as taking part in training and updates about services.
- The school's SEN budget is allocated to meet the needs of the children on the SEN Register. The SENDCo and Head Teacher meet every half term to discuss pupil progress and next steps. The progress and attainment of all children is tracked, and resources are allocated according to need. The SEN budget is used to ensure that sufficient numbers of school staff are employed, qualified and trained to support your child and to purchase specialist help if needed. We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.

6. What training do the staff supporting children and young people with SEND receive?

- The SENDCo attends Local Authority briefings to keep up to date with any legislative changes in SEN and the most up to date practise and provision. This is then shared with all school staff within weekly staff meetings.
- The SENDCo and support staff access training through their primary cluster group of other local schools and the Local Authority.
- All staff in the school receive ongoing training to meet the needs of all the children attending the school at any point in time. This may include Speech and Language, Dyslexia Training, Autism awareness training, etc.
- Training provided responds to the needs of the children and staff at any given time. Training is given by a number of providers such as; The SENDCo, Specialist support teachers, ASC specialists etc.

- The SENDCo has achieved qualifications including: A BSc degree, A PGCE, A Masters in Education, The Catholic Certificate in Religious Studies and the National Award for SEN alongside many years of experience teaching in primary schools and working with children with SEN.

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

- Provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation.

8. How accessible is the school?

- Although St Aidan's is on two levels, all our lower level has accessibility ramps as well as a disabled toilet. There are no additional resources housed upstairs so education of pupils would not be affected by lack of access. Classroom accommodation is adapted to meet pupil's needs and, if needed, accessibility plans drawn up with appropriate support such as specialist vision or hearing impairment teachers and the Archdiocese Building Department.

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?

- You will be invited to look around the school and meet significant staff. Your child will also be invited to visit. If a transition visit or transition period is required, this can be arranged depending on your child's individual needs.
- We will contact and visit any Early Years settings, or other schools your child has attended to gather information about their needs.
- Where necessary, we support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting and meeting with new staff in order to pass on relevant information.
- Where necessary, we may develop a transition plan in partnership with you, your child, the new setting (including the next class) and specialist staff supporting your child to ensure that they enjoy a smooth transition. This might include social stories, photographs, and short activities in the new setting.
- For children in Year 6, the SENDCo will contact their secondary school and arrange a meeting to ensure that information is passed to the receiving school. Extra support for transition can be arranged with the secondary school through St Aidan's SENDCo.

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

- The school's SEN budget is allocated to meet the needs of the children on the SEN Register.
- The Head teacher and SENDCo meet regularly to discuss pupil progress and next steps.
- The progress and attainment of all children is tracked, and resources are allocated for short term intervention according to need.
- The SEN budget is used to ensure that sufficient numbers of school staff are employed, qualified and trained to support your child and to purchase specialist help if needed. For example, we purchase additional time from the Educational Psychologist as well as time from the specialist support teacher or any other relevant services.

- We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate. This might include the purchase of specific resources or adaptations.

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

- In school we adopt a 'graduated response' to meeting children's needs. This means we record concerns about a pupil at pupil progress meetings and determine a timescale for a classroom-based intervention and expected outcome.
- All children's progress is tracked and monitored. As noted above, if a child's progress is giving any cause for concern, then the class teacher will consider implementing an intervention programme. This may be in relation to English, Maths or social and emotional well-being.
- The impact of all interventions is measured and monitored closely by the class teacher and SENDCo.
- If, following interventions a child's progress continues to give cause for concern, your child's class teacher and/or the SENDCo will discuss next steps with the parent/carer. If it is felt a child requires further additional support school will discuss with you the pathways to more specialist support/provision.
- If there is concern regarding progress, a plan will be drawn up identifying targets and the curriculum will be adapted to suit the needs of the individual pupil. These will be regularly reviewed, and parents involved throughout the process.
- Interventions and small groups support may be put in place if pupil is still not making expected progress.
- We will review with you the impact of interventions and if appropriate access further support from outreach services.
- If your child requires additional specialist support, we will discuss with you the pathways to access this provision.

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

- Family is at the heart of St Aidan's
- Any member of staff, including the SENDCo is available to meet; phone the school to make an appointment.
- We invite specialist agencies into school to talk to you about how they can support you and your child.
- We hold regular parent meetings (face to face, via phone or virtually dependent on need) for you to talk to your child's teacher and the SENDCo about their progress.
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress.
- We have an open-door policy.

13. Who can I contact for further information?

- If you require more information about our school please go to our school website:
<https://staidanscatholicprimary.com/>
- If you would like to talk to a member of staff please contact your child's teacher or request to speak to the SENDCo - Telephone: 0151 477 8370
- If you have a complaint please refer to our complaints policy on our school website