

St. John's Catholic Primary School



*"Christ is the Centre of our School Community where we
live, love and learn together"*

SEND Information Report

November 2025

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1. The kinds of special educational needs for which provision is made at the school.	<p>Children and young people's SEND are generally thought of in the following four broad areas of need:</p> <ul style="list-style-type: none">• Cognition and Learning• Communication and Interaction• Social, Emotional and Mental Health• Physical and Sensory <p>We currently provide support for children within all four areas. We have a dedicated staff who have experience of supporting children with a wide range of needs including; Autistic Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), Sensory Processing Difficulties (SPD), Speech and language difficulties, Specific learning difficulties including Dyslexia, Hearing and Visual Impairments and a range of social and emotional difficulties.</p> <p>In addition to our staff support we also work closely with a range of outside agencies from education, health and social services to support the wide range of special educational needs.</p> <p>A variety of evidence based learning interventions are currently used to support pupils such as Precision teaching, Fast Track Read, Write Inc phonics, IDL Cloud, Wellcom, Socially Speaking, Time to Talk, 1:1 Counselling delivered by trained therapists.</p>
2. Information about the	<p>Through our thorough assessment and review policies within school we aim to identify any special educational needs a child may have as early as possible. We</p>

<p>school's policies for the identification and assessment of pupils with special educational needs.</p>	<p>can then work with parents/ carers and the child to follow the graduated approach to plan for and monitor a child's progress in the areas of need identified. Ongoing informal teacher assessment together with formal assessments (NFER Tests) inform termly pupil progress meetings. Here members of the Leadership Team along with the class teacher identify pupils who are making slow or less than expected progress. The first response to this concern is to provide targeted high quality teaching by the class teacher and possibly additional intervention or targeted support for a period of time. Parents/ Carers will be informed and a Monitoring sheet detailing the concern, the plan of action and a review date will be shared. A pupil's response to such targeted support will be closely monitored by class teacher, Intervention Manager and SENCO. If it is assessed that continuous, ongoing, additional support is needed to support progress for the child, they will be added to the school SEN register and will receive ongoing SEN Support.</p> <p>When a pupil is consistently and significantly falling behind normal expectations consideration will be given to the pupils' own individual needs and possible referrals to outside agencies will be discussed with parents / carers and, if appropriate, with the child before being made. Parents/ carers will be informed and the child will be added to the school's SEND Register and will receive ongoing SEN Support. A One Page Profile documenting the support in place and identified desired outcomes will be drawn up with parents/ carers and the child having input into this.</p> <p>Parents may also raise their own concerns about their child. They may do this by having an initial conversation with the class teacher and they can arrange to meet the SENCO to discuss their concerns if required.</p>
<p>3.</p> <p>How we evaluate SEND Provision</p>	<p>(a) how the school evaluates the effectiveness of its provision for such pupils;</p> <p>Provision and interventions are reviewed rigorously within school to ensure their effectiveness and measure their impact. Learning walks inform the SENCO and Leadership Team of the quality of provision on a day to day basis. Several times a year books are scrutinised by the Senior Leadership Team and Curriculum Subject Leads to moderate the impact of interventions and planned learning tasks upon the progress children, including those with SEND, make.</p> <p>(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;</p> <p>Underpinning ALL our provision in school is the graduated approach cycle of Assess, Plan, Do, Review.</p> <p>Pupil Progress meetings provide regular opportunities for the class teachers, members of the Senior Leadership Team including the SENCO and Intervention Manager to review progress. Pupils working significantly below Age Related</p>

Expectations in reading, writing and maths will have their progress measured in small steps using PIVATS.

Learning Walks and Classroom observations also provide opportunities for further evaluation and guidance. Individual pupils One Page Profiles (SEN Support Plans) are reviewed with parents, staff and pupils each term. Teachers assess whether the desired outcomes set have been achieved or not at that point in time. Any necessary adjustments to provision are planned and implemented.

(c) the school's approach to teaching pupils with special educational needs;

We are an inclusive school and strive to ensure that children with SEND are able to engage in all activities that are available to children who do not have SEND by making reasonable adjustments to the curriculum and the school environment. Close communication with parents/ carers takes place to ensure they are aware of, and have input into, any reasonable adjustments made for their child.

(d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

Through high quality teaching our teachers are continuously assessing, adjusting and adapting their teaching to support all pupils, including those with SEND, whilst also maintaining high expectations for all. Adaptions to support learning can take the form of scaffolding in various ways e.g. writing templates, levels of prompting and guidance provided by the teacher or TA, alternative ways of recording and additional resources available to the child. Targeted intervention may take place where a group of children work separately with either the teacher or teaching assistant. The learning environment can be adapted for children where this is deemed necessary through external advice provided or at school level, this can include for instance; the use of visuals, sensory resources such as ear defenders or a child having their own workstation.

e) additional support for learning that is available to pupils with special educational needs;

The school budget has an allocation for SEND. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in the school SEND policy.

High Needs Funding or an Education Health Care Assessment is available on application from the Local Authority. These are requested for pupils who have the most significant needs and require a high level of support to enable them to access mainstream provision successfully.

	<p>(f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;</p> <p>We are committed to giving all our children every opportunity to achieve their potential and develop as well-rounded individuals. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement in the wider curriculum are reviewed with discussions about how to overcome these. We always endeavour to make reasonable adjustments so that all learners can join in with activities regardless of their needs.</p> <p>(g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.</p> <p>We recognise that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively. At St. John's we use recommendations from the <i>PSHE Association</i> and <i>Jigsaw</i> program which includes emotional literacy and social skills. Our SENCO has gained the Mental Health First Aid Certificate. Mrs O'Connell is our schools Mental Health Lead. Any staff member can raise their concerns regarding a child's mental health with the SENCO or Mental Health Lead.</p> <p>Where a child requires further, more specialised support, a referral to outreach services such as Seedlings, Brighter Horizons Counselling Service, The Child and Adolescent Mental Health Service (CAMHS), The Mental Health Support Team, Schools Family Support Service and Outreach Support Service for Mainstream Education (OSSME) or the ADHD Foundation can be made in consultation with parents/carers.</p>
<p>4. The name and contact details of the SENCO</p>	<p>SENCO Mrs Melarangi</p> <p>email: send@stjohnsprimaryschool.com Tel: 0151 922 1924</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how</p>	<p>Part of the SENCO's role in school is to support class teachers and teaching assistants in teaching children with SEND. The SENCO gained the National Award for Special Needs Coordination in 2015. She also attends SEN Briefings delivered by the SEN team at the Local Authority in Oct and March each year.</p> <p>We are committed to developing the expertise of our staff. Training has included; ELKLAN, Positive Handling, Communication Champion, Computing and MFL Triads, Sensory processing.</p> <p>Individual staff members have also attended specialist training courses run by outside agencies that are relevant to the needs of specific children in their classes</p>

<p>specialist expertise will be secured.</p>	<p>or who they support e.g. speech and language workshops, Children presenting with Sensory needs, emotional regulation.</p> <p>At St. John's we work in close partnership with a range of professionals in order to support children with SEND.</p> <p>Currently, directly funded by the school:</p> <ul style="list-style-type: none"> • Additional Educational Psychology Service input to provide a higher level of service to the school • Seedlings – linked to CAMHS • Brighter Horizons – Counselling service. • Schools Family Support Service • MAST - (Merseyside Autism and Speech Therapist)- Across the school <p>Paid for centrally by the Local Authority but delivered in school:</p> <ul style="list-style-type: none"> • Educational Psychology Service • SENISS –Specialist Advisory Teachers • Outreach Support Service for Mainstream Education (OSSME) • ADHD Foundation support in school (including therapeutic support and Early Years Neurodiversity Team) • MAST (Merseyside Autism and Speech Therapist) –targeted time for Nursery pupils <p>In addition the SENCO can make referrals to:</p> <ul style="list-style-type: none"> • Community paediatrician • ASD Pathway • ADHD Pathway (age 6+) • Occupational Therapy Service • Speech and language • Social Care services / Family Help Team • CAMHS
<p>6. How equipment and facilities to support children and young people with SEN will be secured.</p>	<p>At St. John's Primary School we are a fully inclusive school where we make all reasonable adjustments to support the needs of our pupils.</p> <ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs • Extra-curricular activities are accessible for children with SEND. • Access arrangements are made by the Year 6 Teachers for children with SEND who take part in Standard Attainments Tests (SATs) in Year 6.

	Where external advisors recommend the use equipment or facilities which the school does not have, we will purchase it using the notional SEND funding, or seek to find additional funding.		
7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child. 8. The arrangements for consulting young people with SEN about, and involving them in, their education.	Involving parents and learners in the dialogue is central to our approach and we do this through:		
	Action	Who can be involved	Frequency
	One Page Profile Review meetings	Parents, class teacher, child, SENCO – upon request and as required.	At least once a term, more often where appropriate.
	Informal meetings with class teachers	Parents, class teacher	Parents can make appointments to speak with their child’s class teacher whenever they wish to discuss their child’s needs/ or the plan that is currently in place for their child.
	Access to SENCO	Parents, SENCO	Parents can arrange a meeting with the SENCO if they wish to discuss their child’s needs/ or the plan that is currently in place for their child.
	Meeting outside agency staff that work with a pupil.	External staff Parents SENCO	When outside agencies are accessed to support a child they often like to meet with parents/ carers also. This will occur as required.
	EHAT (Early Help Assessment Tool) Meetings and Reviews	Parents, SENCO, family, teacher, Schools Family Support Service, outside agencies involved with the family/ child.	An EHAT can be raised at any time with permission from the parents. An EHAT is then reviewed every 6 – 12 weeks with everyone involved in supporting the family.
	EHC (Education Health Care) Assessment	SENCO, parents, professionals from the	An EHC can be requested by the school in partnership with parents or by the parent at any

	requests and Reviews	Local Authority(LA) SEN Team.	point in the year. Initial meetings are arranged and if a Plan has been agreed by the Local Authority a formal meeting including a professional from the LA SEN Team can take place.
	Schools Family Support Service	SENCO, Family Support worker, parents, Mental Health Lead	A referral to Schools family support Service can be made at any point in the year with permission from the parents. We have capacity for two families at a time to receive support. Reviews will take place at 6 weeks and 12 weeks during the programme of support.
	Assessments by external specialists.	SENCO, parents, child, external specialist.	Referrals to external agencies can take place at any point in the year. Waiting times for different services vary.
	Seedlings	SENCO, Mental Health Lead, therapist, parents, child.	A referral to Seedlings can take place at any point in the year. We have capacity for two 1:1 sessions per week. The therapist will meet with parents/ carers prior to 1:1 sessions taking place. Reviews will also take place with parents/carers where a child is receiving 1:1 sessions.
	Brighter Horizons	Parent, therapist, SENCO, Mental Health Lead, class teacher.	A referral to Brighter Horizons can take place at any point in the year. The therapist will meet with parents/ carers prior to 1:1 sessions taking place. Reviews will also take place with parents/carers where a child is receiving 1:1 sessions.

	Liverpool's Mental Health Support Team	Senco, Mental Health Lead, EMHP (Education Mental Health Practitioner)	A referral can take place at any point in the year. We have an Education Mental Health Practitioner assigned to our school who can work 1:1 with Upper KS2 children (Y5/6), provide small group support (Y4 – 6) or provide parenting support for younger children.
9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school	<p>If parents/carers have any concerns regarding the SEND policy or the provision made for their child at St. John's Catholic Primary School, please speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO.</p> <p>If parents/carers feel their child's needs are still not being met they should make an appointment to see the Head Teacher.</p>		
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN and in	<p>When multi-agencies are involved with a family, we offer the Early Help model or Team Around the Family (TAF) in order to coordinate support for that child and their family.</p> <p>We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement with learning. We attend review meetings with children's services and maintain a Personal Education Plan (PEP) which is reviewed and updated every term.</p> <p>Relevant referrals can be made through the Schools Family Support Service where they are working with the family.</p>		

supporting the families of such pupils	
<p>11.</p> <p>The contact details of support services for the parents of pupils with SEN</p>	<p>For general support and advice parents/carers may contact</p> <p>Liverpool & Knowsley Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) - Provided by Barnardos https://www.barnardosendiass.org.uk/liverpool-and-knowsley-sendiass/parents-carers/</p> <p>Liverpool's Local Offer provides a great deal of information about available support for families including those with SEND at https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0</p> <p><u>Parents are often signposted to the support offered by a variety of agencies including:</u></p> <ul style="list-style-type: none"> • Advanced Solutions supporting children and their families who have neurodevelopmental conditions, learning difficulties and associated mental health difficulties. http://www.advancedsolutions.co.uk/ • ADHD Foundation http://www.adhdfoundation.org.uk/ • National Autistic Society for Autistic Spectrum Disorders http://www.autism.org.uk/ • Scope for families of children with physical or learning disabilities https://www.scope.org.uk/advice-and-support/families-with-disabled-children • Liverpool Children's Occupational Therapy (OT) The Children's Occupational Therapy (OT) service aims to address the needs of children/young people who have difficulties managing their activities of daily living. https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=wcz_pXKyJCY
<p>12. The school's arrangements for supporting pupils with SEN in a transfer between phases of education.</p>	<p>St. John's Primary School recognises that 'moving on' can be difficult for a child with SEND and steps are taken to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • When children join our Nursery, a parent/ carer meeting takes place with the Nursery Teacher which enables families to raise any concerns they may have about their child. • If a child is moving to another school, relevant staff: <ul style="list-style-type: none"> - will contact the new school's SENCO to ensure a comprehensive hand over. - will ensure all records are passed on as soon as possible, often in person.

	<ul style="list-style-type: none"> - will ensure that the relevant staff members from the receiving school are invited to the final annual review for children with an EHC Plan • When moving classes in school: <ul style="list-style-type: none"> - Information, including Individual One Page Profiles, will be passed on to the new class teacher in advance and a handover meeting will take place. - Visits to the new classroom will be made - If beneficial, a social story book or photo album will be created. • In transferring from Year 6 to Y7 - The SENCO will attend Liverpool LA's Transition event, providing the opportunity to meet with the SENCO and relevant staff from the Secondary Schools. Individual enhanced transition, where necessary, can be planned for pupils with specific needs on the schools SEND register. - Additional, personalised support for individual SEND pupils may include extra visits to their new school and in some cases staff from the new school will visit St. John's.
14. Information on where the local authority's local offer is published.	<p>The Liverpool Local SEND Offer can be found on the Liverpool City Council Website at:</p> <p>https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0</p>

This Report is in the context of Schedule 1 Regulation 51 of the SEND Regulations 2014, the Code of Practice 2014 and Equalities Act 2010.