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IN SPIRIT OF JESUS

SEN Information Report

September 2025-26

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Special Educational Needs Coordinator: Miss Kirsty Palmer Contact: admin@spst.liverpool.sch.uk

Special Educational Needs Governor: Mrs. P. Gillon

Our Local Offer Contribution: *https://liverpool.gov.uk/schools-and-learning/special-educational-needs/send-local-offer*

Our approach to additional needs: Consistent quality first teaching and additional interventions are defined through our person-centred planning approach across the school, contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about Quality First Teaching and the application of an adapted and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners and families. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

At St. Paul & St Timothy's Catholic Infant School we welcome children with a range of Special Educational Needs. We support these children in many different ways to ensure that they can access our broad and balanced curriculum. They may have additional needs in one or more areas as set out in the Code of Practice 2014:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules

of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with an Autism Spectrum Disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptations. Learning difficulties cover a wide range of needs, including specific learning difficulties (SPLD) moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying dysregulated behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or physical symptoms that are medically unexplained. Other children and young people may have tendencies indicative of a disorder such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

Sensory and/or physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, this can make it more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Examples of additional provision and support for each area of need.

Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical
Wellcomm Visual timetables and now/ next boards Objects of reference Bucket Time Social stories Comic strip conversations Lego Therapy Blank levels Pecs Sign along Small group and 1-1 support for specific targets. SALT (Speech and Language Therapy), Educational Psychologist.	All class teachers provide Quality First Teaching with clear adaptations and opportunities for all children to access a curriculum that meets their learning needs. Precision teaching and intervention which include: Extra reading support First class at number Nessy Read Write A to Z Colourful Semantics Phonics Interventions Coloured overlays	Our Staff, including HLTAs work closely with children and their families to break down barriers to learning and may act as a conduit for parents/carers to enable them to access services or family support. Our Emotional Regulation & Relationships Policy Emotion coaching ROAR Think Yourself Great Healthy futures at KIND Lego Therapy Think Bricks Therapeutic Stories Boxall Profile Small group – emotional regulation Yoga Small group transition support Alder Hey - Mental Health Support Team,	Sensory room Wobble cushions Sensory toys Fidget bags Oral motor chews Sensory circuits/ diets Other outside agencies support children, their families and school. Children with hearing impairment (HI) or children with visual impairment (VI) are supported by the Sensory Support Service. Children with physical needs are supported by Community Occupational Therapists or Community Physiotherapists.

	Scaffolding and adaptations to the curriculum Adapted books and writing resources External support Educational Psychologist	On referral and based on need we have provided individual 'talking therapy' through the Seedlings project provided by YPAS, under the umbrella of CAHMS. This support is now accessed through Beautiful New Beginnings – Seasons Programme- Group and individual therapy. Bereavement and loss counselling is offered through the Bobby Colleran Trust. Educational Psychologist	We strive to respond to the varying needs of all children in our school and access support for any child on a needs led basis.

Underpinning ALL our provision in school is the **graduated approach.**

Assess

When assessing we will carry out an analysis of the child's needs which draws upon the teacher's assessments and experiences of the child, their previous progress and attainment. This is put in the context of the child's age and stage of development as compared to the school's view and the national view of expected pupil progress, attainment, behaviour, physical, emotional and social development. The child's own views are sought as are those of the child's parents/carers and any involved external support services. We liaise fully with any outside agencies

conducting assessments. Any concerns of parents/carers are actively listened to, recorded and inform any support that is put in place. Assessments are reviewed at least termly by the class teacher.

Plan

The class teacher and the SENCO agree, in consultation with the parent/carer the provision that is additional to and different from most learners. Adjustments, interventions and support put in place. They also agree the expected impact on progress (outcomes), physical, social, emotional development or behaviour. Children with greater need may well have outside agency involvement. Planning will include strategies, resources and/or specialist assessments. The plan for outside agency involvement will stipulate what is required and who will be involved with the child and their family.

Do

The school SENCO, Kirsty Palmer, supports the class teacher and other staff by advising on the effective implementation of support and further assessments. The child's class teacher remains responsible for their teaching and learning. Where support or intervention requires the child to work away from their teacher, either in a small group or with a high level of adult support, the teacher is still responsible for planning and overseeing the child's work. The class teacher will work in close partnership with Learning Support Assistants, Educational Support Assistants or specialist staff to plan and assess the impact of support. Where possible and when appropriate, learning opportunities should be linked to the curriculum being followed by the rest of the class. Occasionally, Children with severe and complex learning needs follow a fully adapted curriculum which is outlined in their EHCP. Our Pastoral team may also be involved in addressing other factors which impact on children's learning e.g. emotional regulation, social and emotional mental health needs etc.

Review

Reviews will usually be completed with the class teacher and the child's parents/carers where One Page Plans or Play Plans are agreed and updated. The impact and quality of support is evaluated as part of the review process. The views of parents/carers and the child are used to ensure coproduction of targets. The outcomes of all reviews are shared with the SENCO. Any concerns raised throughout the process are also

shared with the SENCO, this may result in further assessment by the SENCO, through a referral process, discussion at Consortia or additional/different resources incorporated into the provision.

Link to the Graduated Approach Toolkit and Information about the stages and processes required by Liverpool City Council.

https://fisd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=16

Children with an Education, Health and Care Plan (EHCP) will have their needs and short term targets reviewed on a termly basis with the class teacher and parents/carers. The EHC Plan will be reviewed at least annually with the family, teacher, SENCO, other agencies supporting and is monitored by the Local Authority.

SEN Data for 2025-26	SEN support	EHCP	Combined SEN support /EHCP
St Paul & St Timothy's Catholic Infant School	14.3 %	1.6% This figure includes only finalised EHCP plans not those at assessment or in draft form.	15.3%
National Average	14.2%	5.3%	19.5 %

The SENCO or SLT will support the reviews of children with more complex needs. Other professionals working with the child may also be invited to review meetings. These reviews will be recorded as a Team Around the Child (TAC), Team Around the Family meeting or a Family Help Assessment Tool (FHAT) may be used.

Having consulted with children, young people and their parents/carers, all additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

The SEND register is a working document and it is reviewed on an on-going basis. These figures are subject to change depending on mid-year transfers and the individual needs of children as they arise. Information from Parents and Nursery settings inform the children identified as needing SEN support on entry.

We have internal processes for ensuring and monitoring quality of provision and assessment of need. These include training opportunities for all staff, monitoring adapted planning, lesson/activity observations, book looks, learning walks, Provision Mapping, pupil progress meetings, SEND consultation meetings, solution circles, pupil voice, in-depth data analysis and One page/ Play Plans.

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
We hold Person Centred Reviews.	SENCO, Teacher who supports children with SEND, Class teachers, Parents/Carers and the child.	Each term or as required.
Our open-door policy	All SLT, SENCO, Pastoral team, all Class teachers.	We urge parents/carers to please let us know as soon as possible if they need support or they have any concerns about their child.
Coffee Morning for parents alongside LIVPAC/ Mental Health Support Team	SENCO, HT	At least once in the academic year.

Provision of Induction meeting for new parents/carers and their child Induction meeting for parents with key staff including SENCO- Transition booklet available on school website	SENCO available to share information related to any additional needs of their child. This will ensure a smooth transition into our school and help to enhance provision for the individual child.	Summer term before admission into school.
Visits to/conversations with nurseries.	Child, SENCO, EYFS Lead, SENCO/Head of nursery, key worker.	Summer term.
Joint visits with SENCO and EP for parents/carers with concerns or of children with identified needs.	Parents/carers, SENCO and EP.	Summer term.
Provision of a further induction meeting for child and parents/carers to meet their class teacher, LSA and visit their classroom. Transition books made and shared virtually with families and Nursery settings and between year groups	Class teacher, LSA, SENCO available at this session.	Summer term before admission into school.
Provision of bespoke transition programmes for children with additional needs who are transferring from nurseries across the city.	Parents/carers, child, SENCO, Class teacher, LSA, office staff.	Summer term.
Pupil Profile Meetings.	Parents/carers, child, class teacher. SENCO available if needed.	1st 2 weeks of the Autumn Term the child starts school.
Early reading, phonics and maths workshops for parents/carers.	SENCO and Maths/ Phonics Lead	Summer term and Autumn term.
Drop in coffee mornings for parents/carers of children with SEN. Virtual support shared with parents through newsletter, Parent apps and through our website Community support through Beautiful New Beginnings	SENCO, LIVPAC, MHST, BNB	Ongoing.

Provision of bespoke transition programmes for children with additional needs who are transferring to Key Stage 2.	Parents/carers/child. SENCO of Infants School, SENCO of Junior School, HT's of both schools if necessary.	Spring/Summer term before Admission into Junior school or Key Stage 2 setting.
Regular sharing of Liverpool Parenting Newsletter, support through Family Hubs and Children's Centres. Signposting to the Local offer and family learning support though Addvanced Solutions and other outside providers.	SENCO, Pastoral lead, Attendance lead, parents and carers.	Ongoing
Use of Parent Questionnaires to capture views and opinions that serve to 'feed' into the School Development Plan.	Produced by HT & SLT. Sent out to Parents/Carers	Annually each spring term.
Provision of 'signer' to support Parents who are deaf to facilitate curriculum meetings, Parents evenings, Transition meetings, Performances, Assemblies etc.	SENCO arranges with Parents/Class teacher.	On- going throughout the School year.
Provision of Translator to attend meetings, Parents evenings etc for families with EAL.	SENCO or EAL coordinator arranges with parents/class teacher.	On- going throughout the School year.
Pupil Progress Meetings	Parents/carers, class teacher, intervention support staff available.	3 times a year.
End of year report with feedback slip.	Parents/carers and class teacher.	Summer term.

Staff development and areas of expertise:

We are committed to developing the ongoing expertise of our staff. Please see below for the current expertise in our school:

We are committed to developing the on-going expertise of our staff. We provide visual support systems for all children that serves to help children on the Autistic Spectrum or those children that present with social communication needs. Children take part in Oracy sessions in

school that help all children to use talk in their learning and express their ideas and opinions. All staff were part of the work to achieve the ATSSA and IQM award.

Staff meetings over the past year around SEND have covered, Developing SMART Targets, The Foundations for Writing Readiness, Adaptations of teaching and curriculum, Blank Level Questioning, Speech Language and Communication needs in the classroom, Gestalt language processing, Relationships and Emotional Regulation, Precision Teaching, Epilepsy training, Diabetes training, Inclusion Quality Mark sessions and using Ai to support planning and assessment of children with additional needs.

Individual staff have completed training including Social Stories and Comic Strip Conversations, Sensory circuits, Lego Therapy, Think Bricks, Therapeutic Stories, Supporting Children with Emotionally Based School Avoidance, Supporting children through a Persistent Desire for Autonomy (PDA), Precision Teaching, supporting families- Child to Adult Violence, supporting children- Affected by Imprisonment, Supporting children with Diabetes, Engagement Curriculum, Adaptive Teaching and Completing EHAT assessments.
Adam Philips has completed SEND Advocacy Training.

We provide daily phonics through our Monster Phonics scheme. This includes an interactive ICT resource and a library of reading materials. We also provide booster sessions as an intervention for children who benefit from extra small group teaching.

All teaching and support staff have had training in Blank Level Questioning, Scaffolding and Adaptations, Precision Teaching, The Foundations for Writing Readiness and Emotion Coaching

Our SENCO has completed 'Circles and Threads' training from Lisa Cherry, this considers trauma informed record keeping and the language we use when talking and writing about children. This continues to be a focus for all staff.

Our SENCO attends the School Improvement SEN Briefings in November and March and cascades information to staff as required. Our SENCO attends IQM centre of Excellence Cluster Group meetings.

Our SENCO has completed the National Award for Special Educational Needs Coordination.

We belong to SEN Partnership Liverpool East 2. Our SENCO attends all meetings and is the SENCO chair, facilitating the SENCO meetings 3 times a year.

Planned CPD for the coming year includes:

Executive Functioning Needs

Supporting children who are deaf

Emotion Coaching – update for teaching staff

Inclusion Quality Mark- Centre of Excellence Review

Using Artificial Intelligence to support, plan and assess children with additional needs.

Awards we are working towards:

Inclusion Quality Mark- Centre of Excellence Review

We have been recognised by the Local Authority, School Improvement Liverpool and EMTAS for our work and commitment to belonging, equality and inclusion. We have been awarded the John Cole Award for Equality and Inclusion.

We were awarded The Inclusion Quality Mark (IQM) in October 2024 and Recommended for a Centre of Excellence which we achieved in December 2024 - we are extremely proud of this recognition of every person in our school working together to foster a sense belonging and inclusion for all.

We continue as an IQM Centre of Excellence – assessed yearly.

Link to our IQM Report:

https://stpaulandsttimothys.com/equality/

Areas of expertise within our staff
National Award for Special Educational Needs Co-ordination
Autism Education Trust - Good Autism Practise Training Tier 2
ATSSA
EBSA
Pivotal Training (When the adults change…)
Emotion Coaching
Precision Teaching
Persistent Desire for Autonomy
Talk For Writing
Read, Write, A to Z
Monster Phonics
Blank Level Questioning
Gestalt Language processing
Supporting children with Selective Mutism
Drawing and Talking
Sensory Processing and Sensory Diets
Lego Therapy
Therapeutic Treasure Deck
Bucket Therapy
Therapeutic Stories
Time to Talk
Toe-by-toe
Metacognition
Creating a Nurturing Curriculum
Understanding and supporting children with Pathological Demand Avoidance
Jenny Nock Attachment aware schools
EHAT training

Gross motor assessment
Talk Boost
ROAR
Introduction to Thrive
Growth mindset

Staff deployment:

Considerable thought, planning and preparation goes into deploying staff to ensure children achieve the best outcomes. This enables them to gain independence and be prepared for their next stage of education. We believe if children are provided with a welcoming, safe and happy learning environment with relationships at the heart, supported by high quality, professional staff, they will thrive and grow into confident and resilient adults.

This year all classes had the benefit of Learning Support Assistants working with them. They work in close partnership with the class teacher to provide support and challenge where needed.

In addition to our twelve class teachers, we employ additional staff to work with individuals and groups of children.

Some of our learning support staff work with children for specific small group or 1:1 interventions as outlined in their provision.

School External Partnerships:

Our SEN budget is used to fund the provision outlined above. A full list of our external partners can be found in our contribution to the local offer. We commission additional services using an outcome based approach. This enables us to hold our partners to account and vice versa.

Transition Plans:

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners. Samples of children's work and progress are shared and discussed. This is an opportunity to share good practise.

This year, we worked with nurseries and families to welcome 23 children with Special Educational Needs or Disabilities. Information has been gathered to request an EHCNA for 2 further children in year 1. We supported 13 children with SEND transition to the next phase in education – Key Stage 2. We said goodbye to 3 children who transitioned to specialist provision.

Transition can include:

- An Induction meeting for parents
- Outdoor Stay and Play session to enable all Reception children to visit school and meet all the staff along with their families.
- A further session where children spend time in their new classroom with their Teacher and LSA
- Our SENCO visited the children in their nurseries. They met with key staff to ensure we had a good understanding of the children's needs.
- A bespoke transition package provided for those children who needed additional support to that which was on offer universally.
- Joint meetings held for children and families with our Educational Psychologist where appropriate.
- Once the children had started school, parents/carers were invited in to meet with their child's class teacher for a pupil profile meeting.
- Throughout the induction process, the SENCO, Pastoral lead and attendance lead were available for advice and support.
- The SENCO collected contact details from those parents/carers who had concerns and she telephoned each one to have a confidential conversation. This ensured that all children were well supported throughout their transition into school.
- From Year 2, most of our children transfer to St. Paul's Junior School. There is a comprehensive transition programme. The children participate in joint activities throughout the year and particularly in the summer term. In addition to this, those children who needed extra support during transition are planned for individually. This year a group of children were supported by our Trainee Educational Psychologist with bespoke transition work.

Children and families who need a bespoke transition plan are supported on a needs led basis and this is agreed through working together to ensure success.

Complaints:

Our full complaints procedure can be found on our school website. Please see the following bullet points for an outline of the procedure:

- If you have a concern, speak to your child's class teacher.
- If the issue is not resolved speak to the Year Head.
- If the issue is not resolved speak to the SENCO

- If the issue is still not resolved speak to the Head Teacher.
- If you are not happy with the Head Teacher's response, put your concern in writing to the Chair of Governors.

This year we have had no complaints regarding SEN that needed to be dealt with through the formal procedures. We encourage parents/carers to come into school to speak to staff as soon as they have a concern, this can be addressed immediately before a situation escalates. We have found that this approach, together with clear communication is the most effective way to address any concerns, including those to do with SEN.

Our most recent OFSTED said:

'The school has ensured that pupils with special educational needs and/or disabilities (SEND) are well supported. It has effective approaches to identify pupils with SEND. Staff work closely with professionals from external agencies to ensure that these pupils receive the help that they need. Support plans help teachers to meet the needs of these pupils effectively so that they achieve well.' Ofsted Nov 2024

Further Development:

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- Based on their individual starting point children identified as having a SEND will make progress in Reading, Writing and Maths. In other areas of the curriculum and in relation to their identified primary area of need.
- Children identified with Social, Emotional and Mental Health will have their needs met through consistent approaches and strategies thereby improving their wellbeing.
- Continue to develop co-production of one page/play plans to promote involvement in supporting collaboration and parental engagement to fully support the children to make progress both academically and in social and emotional development.
- Support the effective identification of children's barriers to learning and additional needs, internally and through external support.
- 'Capacity building' using staff skills and interests to support the ever increasing complexities of SEND needs.

- Ensure pupils identified as SEN Support are represented in specific groups e.g. School Council, Teams for competitions and Enterprise group etc.
- Continue our understanding of Trauma and Attachment and how we can support, children, families, the school community and our local community.
- Maintain our Centre of Excellence - Inclusion Quality Mark
- Continue to develop ROAR across the school
- Develop our therapeutic offer – Learning Mentor role and added capacity of non-class based support (LSA, HLTA)

In preparing this report we have included staff, parents/carers and children through discussion and consultation.

Relevant school policies underpinning this SEN Information Report include:

SEN&D Policy, Equal Opportunities Policy, Relationships & Behaviour Policy, Care & Control Policy,

Safeguarding Policy, Accessibility Plan, All curriculum policies, Equality objectives.

Legislative Acts taken into account when compiling this report include:

Children & Families Act 2014, Equality Act 2010, Mental Capacity Act 2005, SEN & D Code of Practice 2015

Date completed: September 2026