

St. Paul's RC Junior School

SEND Information Report

October 2025



St. Paul's Mission Statement:

'Learning from the example of Jesus, our school will be a place where everyone feels loved, valued and encouraged to be and do the best they can.'

SENDCO: Mrs. C. O'Callaghan

SEND Governor: Mrs L. Wilkins

Contact: 0151 228 1159

Number on SEND Register: 112

Local Offer Contributions: <https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>

Our Approach as a School:

High 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 a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: Children are assessed against nationally set criteria to check their progress across all areas of learning/subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. A rigorous assessment procedure to track children's progress is continually used. If a child fails to make expected progress the next stage would be to make use of school interventions and/or outside agencies.

Plan: After gathering information a support plan will be put together to outline the methods that will be used to achieve specific outcomes. Short-term targets are agreed which prioritise key areas of learning that are to be addressed and ways in which the progress will be measured. If external agencies are involved, their advice and recommendations are included in the support plan. Any actions agreed take in to account pupil's strengths as well as their learning differences. In some cases additional resources may be allocated including teaching assistant support. This support is deployed to ensure the pupil makes progress and can engage in lessons and wider school activities and develop independent learning.

Do: All SEND support plans are working documents and should be annotated to show progress towards targets and if needed adjustments will be made to the plan to determine success. It is the class teacher's responsibility to manage the plan and the suggested actions. They are accountable for the outcomes and therefore should discuss with the SENDCO if they feel the plan is not working, for whatever reason.

Review: All SEND support plans will be reviewed biannually. In this review all targets will be evaluated and the views of the pupil and parent will be recorded. A further plan will then be devised, if required, to enable the pupil to achieve their next steps in learning. If a pupil has made sufficient progress the support plan will cease and the child will be closely monitored. For children with more complex needs review meetings will be held with the class teacher, SENDCO and any external agencies.

If your child is continuing to have significant difficulties after a period of intervention, further external expertise may be requested. An application for high needs top up funding may be made if the cost of support exceeds the £6,000 threshold that is the school's responsibility. If a pupil is still not making progress despite having taken relevant and purposeful action over time, then parents or school can make an application to the local authority for an Education Health Care Assessment.

As of October 2025 we have 112 children receiving some form of SEND Support.

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks; data analysis; pupil progress meetings; subject review days which include lesson observations, pupil interviews, planning and book monitoring.

Arrangements for Consulting with Parents/Carers

- We endeavour to work closely with parents/carers and will keep you informed of any intervention your child may need.
- If deemed necessary we can invite specialist agencies, including the Educational Psychologist, SENISS, Speech and Language and Outreach teachers into school to talk to you about how we can support you and your child.

- Parent Meetings are held throughout the year. These meetings provide opportunities for parents/carers to meet with class teachers and/or the SENDCO to discuss progress, review SEND support plans and set new targets.
- We encourage parents/carers to contact school and arrange an appointment with either the school SENDCO, Class Teacher or member of the SLT if you are worried or concerned about any aspect of your child's learning or development.

Arrangements for Consulting Young People with SEND and involving them in their Education

- A big focus is given to what the children enjoy within school and what they feel they are good at, as well as looking at things they find difficult and what they could improve upon.
- Wherever possible we try to gain children's views on how they feel about their learning and how we can best support them.
- All children within St. Paul's Junior School are supported in terms of their overall wellbeing.
- Children know they can talk freely to any adult within the school about any issues which are concerning them.
- PSHE sessions are integral to the school curriculum and recent training on the ROAR response to mental health which is supported by our Liverpool CAMHs service, is currently being integrated across the school to ensure that all staff can recognise and address the signs of mental health problems in children and help encourage our children to recognise these signs too.
- Visiting groups/speakers who would usually be invited into school are currently unable to do so, therefore extra training has been put in place for staff to share this knowledge and provide staff with the skills to support and promote health, safety and well-being issues amongst the children.
- We have an active school council who are consulted on a regular basis on a range of school issues. Children are reminded that they are able to speak with the class school council representatives about issues they would like discussed at meetings.

Adaptations made to the Curriculum and Learning Environment for Children with SEND

- We endeavour to ensure that all children in St. Paul's Junior School are fully included in all aspects of school life.
- All children are different and all children, regardless of their SEND needs, learn in different ways.
- Staff within the school are mindful of this fact and provide a curriculum and learning environment which can be accessed by all children. Each classroom makes effective use of display boards providing opportunities for assessment questions to be addressed, using working walls for Maths to build upon the children's learning and knowledge, using sentence stacking and oracy in English and creating interactive RE displays to reflect on each stage of the RE process. All displays endeavour to ensure that the children are learning something new each day.
- Teachers at St. Paul's Junior School consistently plan from the outset, set high expectations, suitable challenges and remove any barriers for learning, for all pupils. Quality First Teaching is

paramount to this and teachers will also encourage and support independence wherever possible so that the children are able to learn more, complete more independently, remember more and prepare for the tomorrow.

- Teachers will plan lessons so that pupils with SEND are able to successfully access the curriculum and ensure that there is no ceiling placed on their learning or what they can achieve. This includes promoting independence and allowing the children to feel a sense of equality and belonging in their classroom environment. We aim for all children, as far as possible, to be able to access learning in lessons. Our staff know the children within their care well and are able to differentiate above and beyond the usual curriculum for children with SEND.
 - Examples of adaptations may include the use of specialised equipment when it has been recommended by an outside agency or a medical professional, another examples may be the teaching of children in smaller groups, the change of an activity, a change in delivery style or method of recording their knowledge.
 - We also use PIVATs to help support children who are performing significantly below their age-related expectations. These help to break down the National Curriculum targets into much smaller steps to help us to highlight to the children what they can do and find the gaps that they need support in. These PIVATs help to inform planning and identify targets for the children's SEND support plans. These are currently being utilised in Reading and Number but will eventually be have a wider influence across writing, all areas of Maths and Social and Emotional targets for those children who need it.
 - We adopt a dyslexia friendly approach to teaching following advice from outside agencies such as SENISS, the Educational Psychology Service and through the use of coloured overlays. We also signpost parents to and draw upon the resources and information provided by the Dyslexia Foundation.
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Enabling Children with SEND to engage in all Activities

- St Paul's Junior School is a fully inclusive school and we endeavour to ensure that all pupils are fully included in all aspects of school life 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 being completed to identify any additional support needs your child may have to ensure full participation.

Staff Training to Support SEND

- The SENDCO attends Local Authority Briefings to keep up to date with any legislative changes in SEND.
- The SENDCO and school staff can access training through their Primary Consortia.
- All staff in the school have received training to meet the needs of all the children attending the school at any point in time. Examples of training includes Dyslexia Friendly Teaching, ASD training, Number stacks training, Social Stories, Emotion Coaching, Lego Therapy and PIVATs.

- The school can access specialist support from Special Schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and Children with a diagnosis of Autistic Spectrum Disorder (ASD)
 - The school receives support from a number of outside agencies such as the Educational Psychology Service, YPAS (Young Persons Advisory Service) and SENISS (Special Educational Needs Integrated Support Service).
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Support Available for Improving Emotional and Social Development

- All school staff are available to support all pupils with their social and emotional needs.
- PSHE sessions are integral to the school curriculum.
- The SENDCO and the school's Mental Health Lead have recently been working closely with Liverpool's Mental Health Service, CAMHs, to recognise and address the signs of mental health in school. This has recently been delivered to whole staff and will begin to be practised across the school in a whole school approach to tackling SEMH.
- Children are regularly taught about staying safe, particularly in relation to e-safety, recognising bullying and the actions to take if they are concerned.
- Children are reminded that if they are worried or concerned about any issue, they can speak with a member of school staff.
- Outreach support for children with emotional needs is provided as and when required.
- Children can be referred for counselling with the permission of parents.
- A recent intervention called Think Yourself Great has been set up within school to help children with low self-esteem and low self-confidence.

Involving other Bodies (including health and social care, local authority support services and voluntary sector organisations) in Meeting the Needs of Children with SEND and Supporting their Families.

- Through the Primary Consortia the school can access specialist support from Special Schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and Children with a diagnosis of Autistic Spectrum Disorder.
- The school receives support from a number of outside agencies such as Educational Psychology Service and SENISS (Special Educational Needs Integrated Support Service).
- We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service), SLT (Speech and Language Therapy Service) OT (Occupational Therapy), the ASD and ADHD pathway, Seedlings (a branch of YPAS who run sessions for children within school hours) and Aquarius Counselling which is funded through the Bobby Collieran Trust.
- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in their Primary Consortia.
- The SENDCO meets with the School Nurse and other Health Care professionals from Alder Hey to formulate and update Health Care Plans. Drop-in Meetings for families can be arranged with the school nurse and well as referrals to School Health to offer any further support.

- EHAT meetings, EHCP meetings and any meetings involving any professionals who may be able to support your child, can be held whenever necessary. Parents will be invited to attend these meetings.

Support Staff

- Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes.
- Support staff assist the teachers in enabling children with SEND to have access to an appropriate curriculum. They liaise with the class teacher, help prepare resources and adapt materials, lead interventions and promote the inclusion of all children in all aspects of school life.
- Support staff are used where the need is identified through monitoring of data.
- Support staff are provided with training opportunities to ensure that they have the skills and knowledge to support the children in the best way possible.

School External Partnerships and Transition Plans

- Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.
- Transition within the school and between classes and key stages is planned for with the child.
- When considering an application for a place in St. Paul's Junior School you are very welcome to contact the school office and make an appointment to meet with a member of staff.
- You will be invited to look around the school and meet with a senior member of staff.
- We will contact any previous settings, or other schools your child has attended to gather information about their needs.
- We will contact any specialist services that support your child and if appropriate invite them to a Team Around the Child meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- We support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting wherever possible.
- If necessary we develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition. This may include transition books, photographs etc.
- A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and us to account.

Complaints

- See specific complaints policy and procedure as detailed on our school website.
- Outside agencies may be consulted if there is an issue with the provision being provided.
- Dialogue between parents and school is actively encouraged in order to resolve problems at an early stage.

Further Development

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

- Hub / nurture base provision
- Maintaining level of additional adult support throughout the school – budget constraints
- New mental health lead trainings / successful integration of the ROAR Approach to mental health.
- To ensure that entry and exit assessments are used across SEND interventions.

Relevant School Policies Underpinning this SEND Information Report

SEND Policy

Teaching and Learning Policy

Marking Policy

Equal Opportunities Policy

Complaints Policy

Attendance Policy

Child Protection Policy

LAC / PLAC Policy

Pupil Premium Policy

Behaviour Policy

Legislative Acts Taken into Account when Compiling this Report

Children & Families Act 2014

Equality Act 2010

Mental Capacity Act 2005