

# St Benedict's

CATHOLIC PRIMARY SCHOOL



**SEND Information Report  
to Governors  
Autumn 2025**

<p><b>Purpose of the Special Educational Needs and Disabilities (SEND) Governor's Report</b></p>	<p>The Special Educational Needs and Disabilities (SEND) Governor's Report provides an overview of the school's provision for pupils with SEND. Its purpose is to ensure that the governing body maintains strategic oversight of SEND provision and fulfils its statutory responsibilities.</p> <p>The report offers a summary of how the school identifies and supports pupils with additional needs, through both Adaptive Teaching and more bespoke and targeted interventions, to make progress towards inclusive educational outcomes. It also reflects on the extent to which the school complies with relevant legislation and guidance. In addition, the report supports accountability, promotes transparency, and contributes to ongoing school improvement by ensuring that the needs of all pupils are effectively met.</p>
<p><b>1. Information on St. Benedict's procedures for identification, assessment and provision for pupils with SEND</b></p>	<p>We recognise that some of our children have a wider range of needs than others. These can be broadly summarised as falling into one or more of the following categories:</p> <ol style="list-style-type: none"> <li>1. Communication and Interaction</li> <li>2. Cognition and Learning</li> <li>3. Social, Emotional and Mental Health</li> <li>4. Sensory and Physical Needs</li> </ol> <p>All pupils are considered on an individual basis and, dependent on need, additional or different resources, support and staffing may be deployed.</p> <p>All staff members have had training on SEND and these skills are used to identify potential difficulties. Information provided by parents and outside agencies, such as health professionals and social care teams, is also used when identifying children with SEND. The school's Special Educational Needs and Disabilities Co-ordinator (SENDCo) and/or teachers and/or the Mental Health Lead actively seek out advice from external agencies.</p> <p>Pupils may be identified as having SEND if their development, in one or more of the categories listed above is:</p> <ul style="list-style-type: none"> <li>• Noticeably different when compared to their peers who started at the same baseline</li> <li>• Significantly slower than their peers</li> <li>• Creating a gap between them and their peers</li> <li>• Requires them to have additional and/or different support</li> </ul> <p>Provision is planned and delivered by teaching staff. Pupils' progress is monitored and tracked by teachers. This happens through observations, formal and informal assessments, review of support plans (where relevant) and meetings with parents/ carers. This information is then used to determine whether additional support is required and what that support might look like.</p> <p>Children requiring extra support may access intervention activities at school. This may require them coming into school early or going out of class for short sessions during the week to get help with specific difficulties such as reading, phonics, spelling, times tables, motor skills and/or relationship-building. These interventions are implemented and</p>

	<p>reviewed by teachers and may be led by teachers, TAs, the Mental Health Lead or external professionals.</p>
<p><b>2. School's approach to teaching pupils with SEND:</b></p> <ul style="list-style-type: none"> <li>• <b>Adaptations to the curriculum and learning environment</b></li> <li>• <b>Support for improving the Social, Emotional and Mental Health (SEMH) of pupils with SEND</b></li> </ul>	<p>Quality First Teaching is at the heart of all learning in St. Benedict's. The majority of children with SEND can remain in the classroom and achieve to their full potential with reasonable adjustments / adaptations to the classroom environment or resources. Some children need extra support and extra teaching in small groups or 1:1. A small cohort of children with complex needs have a 1:1 in school for all lessons. These children all have an Education, Health and Care Plan (EHCP) from Sefton.</p> <p>Here are some examples of Quality First adaptations and more intensive interventions that take place at St. Benedict's. These are examples and not an exhaustive list:</p> <p><b><u>English:</u></b>  <b>Quality First:</b></p> <ul style="list-style-type: none"> <li>• Phonics-based reading scheme (Read-Write-Inc)</li> <li>• Barrington Stokes Reading Books (high interest, low reading age)</li> <li>• Spelling bookmarks / mats</li> <li>• Coloured overlays for reading</li> <li>• Coloured writing paper</li> <li>• Different kinds of pencil grips and pencils</li> <li>• Different coloured backgrounds/inks on worksheets / interactive TV /whiteboard presentations</li> <li>• Dyslexia-friendly classroom environments</li> <li>• Use of ICT to aid understanding</li> <li>• Adult questioning / chunking of information to support in lessons</li> </ul> <p><b>Interventions:</b></p> <ul style="list-style-type: none"> <li>• Small group support for guided reading</li> <li>• 1:1 daily reading with Teaching Assistant (TA)</li> <li>• Withdrawal into intervention group aimed at developing reading / writing / phonics / spelling skills (small group or 1:1)</li> <li>• Individualised computer program aimed at developing reading / writing / spelling skills</li> <li>• Individual 1:1 support with specific difficulties</li> </ul> <p><b><u>Maths:</u></b>  <b>Quality First:</b></p> <ul style="list-style-type: none"> <li>• Visual supports: e.g. times table grid, 100 square, cubes, counters, number lines and tracks</li> <li>• Coloured paper for written Maths work</li> <li>• Different coloured backgrounds/inks on worksheets / interactive TV /whiteboard presentations</li> <li>• Use of ICT to aid understanding</li> <li>• Adult questioning / chunking of information to support in lessons</li> </ul> <p><b>Interventions:</b></p> <ul style="list-style-type: none"> <li>• Small group support in lessons</li> <li>• Withdrawal into intervention group aimed at developing number skills/ shape skills</li> </ul>

	<ul style="list-style-type: none"> <li>• Individualised computer program aimed at developing mathematics skills before school and during school time (RM Maths)</li> <li>• Individualised computer program aimed at developing times table skills (TT Rock Stars)</li> <li>• Individual 1:1 support with specific difficulties</li> </ul> <p><b>Other:</b></p> <p><b>Quality First:</b></p> <ul style="list-style-type: none"> <li>• Adaptive Teaching (work with adaptations made / support given to allow the child to reach the same Learning Objective as the rest of the class)</li> <li>• Specialist equipment and resources e.g. overlays for computer keyboards, coloured overlays for reading, PE equipment, wobble cushions, sloping writing boards, pencil grips, use of an iPad, different ways to record response, etc.</li> <li>• Feelings boards and activities based on emotions and feelings</li> <li>• St. Benedict's has a robust Anti-Bullying Policy and a positive Behaviour Policy (please see school website).</li> <li>• Visual Timetables</li> </ul> <p><b>Interventions:</b></p> <ul style="list-style-type: none"> <li>• Adult support in class and/or out</li> <li>• Pre-learning/over-learning of vocabulary</li> <li>• Communication boards and Makaton for children with communication difficulties</li> <li>• 'Now/Next' boards and quiet spaces to work for some children with ASD.</li> <li>• Turn-taking activities to develop rapport and develop relationship skills</li> <li>• Our 'Come and See', 'Journey in Love' and RSHE programmes from the Archdiocese help to develop the children's self-esteem and their personal development through regular reflection activities.</li> <li>• Pastoral support from the our Mental Health Lead for children with SEMH issues, e.g. Circle of Friends,</li> <li>• 'The Hub' available at lunchtimes for children who struggle with their social skills and building / maintaining relationships</li> </ul>
<p><b>3. The school's approach to teaching pupil's with SEND:</b></p> <ul style="list-style-type: none"> <li>• Evaluating the effectiveness of provision;</li> <li>• Arrangements for assessing and reviewing pupils' progress including working with pupils and parents</li> </ul>	<p><b>Class teachers are responsible for:</b></p> <p><b>Quality First Teaching and Adaptive Teaching (our Universal Offer):</b></p> <ul style="list-style-type: none"> <li>• This means, all teachers delivering lessons that meet the needs of all children in their class</li> <li>• Overseeing planning and work for each child with SEND in their class and monitoring their progress towards agreed outcomes, including interventions.</li> <li>• Providing reasonable adjustments to their classroom environment in order to ensure that children with SEND are able to make maximum progress. These adjustments may include, but are not limited to, special pencils and other stationery, working stations, equipment to increase the comfort of children with sensory or physical difficulties (e.g. wobble cushions,</li> </ul>

sloped writing boards) and adjustments to equipment for physical activities (e.g. types of balls, rackets, etc).

- Liaising with parents /carers regarding provision for their child.
- Ensuring all members of staff in their classroom are aware of provisions in place and the needs of individual children.

#### **SEN Support Plans:**

- Children with SEND who are working over 1 year behind the Expected level for their age (in KS1) or 18 months behind (in KS2) will be given a personalised Full SEN Support Plan. This is written by the class teacher and states in detail the child's current levels, targets and how these targets are to be achieved. They are updated termly – in October, February and June.
- Children that are behind in their learning, but less so than those on a full SEN Support Plan, will have an Abbreviated SEN Support Plan. These plans may also be given to children who are causing a concern for the class teacher for other reasons, e.g. challenging behaviour. These are also updated termly.
- All children on SEN Support Plans have a Pen Portrait, updated annually. These are given to supply staff so that they are fully aware of all SEN issues within the class they are teaching.
- Class teachers may access support from the SENDCo or outside agencies when creating the SEN Support Plans. These plans are reviewed termly and new targets set; plans are shared with parents/ carers.
- For those children with an EHCP, targets for the termly SEN Support Plans are taken from the EHCP.
- SEN Support Plans and other relevant SEN information for each cohort is kept in the class SEN file, given to each teacher annually by the SENDCo and updated throughout the year.

#### **The SENDCo is responsible for:**

##### **High Needs Funding & Education, Health and Care Plans:**

- For children with particularly complex or significant needs, the SENDCo may apply for an Education Health and Care Plan (EHCP) from the Local Authority. This is with the permission and involvement of parents and at the discretion of the Head Teacher.
- Currently, Sefton LA are only accepting High Needs Funding applications from Nursery and at the specific transition phases of Nursery -Reception and Y6-Y7. If this is deemed a possibility for a particular child, school and parents will work together to apply.
- For pupils with an EHCP, Sefton Council (taking account of parental preference) will decide which school best fulfils the child's needs; this may be St. Benedict's or it may be a specialist school.

##### **Individual Health Care Plans:**

- For pupils with a disability or a medical condition, an Individual Health Care Plan (IHCP) may be written with the SENDCo and/or School Nurse and parents/ carers to guide staff on how to manage certain needs. Some children with more complex medical needs may have external agencies involved in the creation, monitoring and review of an IHCP.

<b>4. Contact Information: Name of SENDCo, SEND Governor and Contact Number</b>	SENDCo: Ms. E. Carrington SEND Governor: Mrs. Margaret Bridson Contact No: 0151-526-6423
<b>5. Information about the expertise and training of staff in relation to children with SEND</b>	<p>Ms. E. Carrington (SENDCo) has gained the National Award for Special Educational Needs Co-ordination.</p> <p>All class teachers have gained a teaching qualification to at least degree level. Our teaching assistants have all gained relevant qualifications.</p> <p>Teachers and teaching assistants have received regular Continuing Professional Development (CPD): for example: Social Communication training; Makaton; Speech and Language in Early Years; Nurture, Attachment and Using the Boxall Profile; Pathological Demand Avoidance, Adaptive Teaching, creating Dyslexia-Friendly classrooms.</p> <p>Specialist expertise for children requiring additional SEND health support (e.g. help with speech and language or motor skills) is secured through referrals to the appropriate health agencies. The input from these agencies varies depending on the needs of pupils. The SENDCo can also complete referral forms for Alder Hey where children may receive specialist medical help from a paediatrician.</p>
<b>6. Information about how equipment and facilities to support children with SEND will be secured</b>	<p>Pupils identified with SEND may have work adapted by the class teacher to enable them to access the curriculum more easily.</p> <p>Where required, teachers or teaching assistants will work with these children in a small group or on a 1:1 basis.</p> <p>Reasonable adjustments may also be made to equipment and facilities. The school fully supports children with SEND and the provision of equipment and resources for pupils with SEND. However, if equipment or facilities are required which are beyond the school's budget, appropriate sources of funding will be explored; e.g. an Education, Health and Care Plan, Virtual Schools.</p>
<b>7. Arrangements for consulting parents of children with SEND and involving these parents in the education of their child</b>	<p>We offer regular opportunities for parents to come into school such as termly Parents' Evenings and Celebration Assemblies such as Welcome Assembly, Christmas, Easter and Leavers' Mass.</p> <p>Parents are also encouraged to get involved in school as, for example, volunteers to hear readers and as members of the PTFA.</p> <p>We have an open-door policy where parents are encouraged to speak briefly to teachers at the door before and after school. For longer discussions, meetings are arranged at mutual convenience.</p> <p>For parents of children with an Education, Health and Care Plan, there is an annual review with representatives from school, parents and sometimes SENIS and/or other outside agencies.</p> <p>Our Mental Health Lead, Miss Culley, supports families with a variety of needs through both formal and informal processes such as FINOS,</p>

	<p>TAF, Early Help, CIN, LAC and Child Protection meetings. These may take place online or may be face-to-face.</p> <p>Our Mental Health Lead also works closely with Sefton Mental Health Support Team (MHST). She can make referrals and liaise with the team to provide mental health support where possible or to signpost parents to other services where this is not possible.</p> <p>At present St. Benedict's is without a named School Nurse.</p>
<p><b>8. Arrangements for consulting children with SEND and involving them in their education</b></p>	<p>Teachers use strategies for pupils with SEND that are best suited to their style(s) of learning. Children are encouraged on a daily basis to let staff know how well they think they understand their learning objectives and what they need to do to improve. Staff listen to all children and endeavour to respond to their needs.</p>
<p><b>9. Arrangements made by the Governing Body relating to how complaints are dealt with from parents of pupils with SEND concerning provision at the school</b></p>	<p>Any complaints about your child's provision at the school can be made through the SENDCo (Ms. E. Carrington) via the school office:</p> <p>Tel: 0151-526-6423  Email: <a href="mailto:admin.stbenedicts@schools.sefton.gov.uk">admin.stbenedicts@schools.sefton.gov.uk</a></p> <p>If the complaint is about the SENDCo, you may contact the Head Teacher or Governing Body.</p>
<p><b>10. How the Governing Body involves other bodies, including health and social services, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and supporting the families of such pupils</b></p>	<p>Relevant referrals are made by the SENDCo or Mental Health Lead.</p> <p>Referrals may be made to a variety of agencies. These include:</p> <ul style="list-style-type: none"> <li>• Sefton Special Educational Needs and Inclusion Service (SSENIS)</li> <li>• Speech and Language Therapy</li> <li>• Occupational Therapy (both motor skills and sensory issues)</li> <li>• Children and Adult Mental Health Services (CAMHS)</li> <li>• Mental Health Support Team (MHST)</li> <li>• Physiotherapy</li> <li>• Visual Impairment Team</li> <li>• Hearing Impairment Team</li> <li>• Social Services</li> <li>• Neurodiversity Team at Alder Hey</li> <li>• Community Paediatrician at Alder Hey</li> <li>• Aiming High</li> <li>• Early Help</li> <li>• Sefton's English as a Foreign Language (EFL) team</li> </ul> <p>• Please note that referrals can no longer be made to the Educational Psychologist due to capacity issues within Sefton. If a child is referred and accepted for an EHCP assessment, an Educational Psychology assessment will be undertaken as part of this process.</p>
<p><b>11. Contact details of support</b></p>	<p>If you have spoken to school and still have concerns, SSENIS (Sefton</p>

<p><b>services for parents of pupils with SEND.</b></p>	<p>Special Educational Needs and Inclusion Service) can be contacted on: 0151-934-2347</p> <p>Also see Sefton Borough Council's Local Offer which can direct parents to useful agencies:  <a href="https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0">https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0</a></p> <p>If you would like further help on finding information from The Sefton Directory please contact Sefton Council Contact Centre on:  <b>0345 140 0845</b></p>
<p><b>12. School's arrangements for supporting pupils with SEND in a transfer between phases of education</b></p>	<p><b>New Starters:</b>  Before children start in Nursery or Reception at St. Benedict's, the class teacher makes a home visit to discuss the needs of individual pupils. If the child is entering school with complex needs, a more involved meeting will be held, possibly with the involvement of the Early Years Inclusion Consultant / Specialist Inclusion Consultant at SENIS and/or other professionals involved with the child.</p> <p><b>Transition to the next year group:</b>  Teachers have transition meetings every July in order to become familiarised with the new intake to their classes. At these meetings, the needs of all children are discussed, including those with SEND. The SENDCo also has a separate meeting with every class teacher to talk through the special needs of the new cohort of children coming up. For children with complex needs, meetings may be arranged between parents/carers, prior and new teachers and, where necessary, representatives from relevant outside agencies.</p> <p><b>Transition to a new school/setting:</b>  When a child moves to a new setting, all relevant information is passed over. If the child has complex needs, this may involve a meeting with the new setting, parents/carers and relevant outside professionals.</p> <p>At school we have strong links with our local High Schools. The Y6 teacher and SENDCo meet with representatives from all of the High Schools that our pupils transition to in summer term every year. This is in order to discuss the needs of all children, particularly those who may require additional support when they start their secondary education.</p> <p>The school SENDCo also meets with the SSENIS Inclusion Consultant earlier in the year to specifically discuss the needs of children with SEND in Year 6 before transition to High School, to ensure appropriate support is in place and those requiring Enhanced Transition to the High School are considered for a place.</p>
<p><b>13. Information on where the Local Authority's Local Offer is published and school's contribution to the Local Offer</b></p>	<p>Sefton Borough Council's Local Offer can direct parents to useful agencies:  <a href="https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0">https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0</a></p> <p>St. Benedict's Primary School is listed under 'Primary Schools' on the Sefton Local Offer website.</p>

[https://www.seftondirectory.com/kb5/sefton/directory/service.page?id=k\\_WFkopvd3q&localofferchannel=3-10](https://www.seftondirectory.com/kb5/sefton/directory/service.page?id=k_WFkopvd3q&localofferchannel=3-10)

*Written by Ms. E. Carrington, Autumn 2025*