

St Catherine of Siena Catholic Primary School

SEND Information Report

2025-2026

At St Catherine of Siena Catholic Primary School, we aim to meet the needs of all pupils including those with Special Educational Needs and Disabilities (SEND). As a Catholic school, we understand that the Gospel values underpin all aspects of our school life and we welcome all children and families into our community. We recognise that every child is a gift from God and as such should belong and participate in all aspects of school and parish life. We believe that happy, respected, confident, and motivated children work harder and make best progress. At St Catherine of Siena Catholic Primary School, we endeavour to include all pupils in the religious life of the school by enabling them to take part in the R.E. curriculum, assemblies, masses, prayers, worship and Sacramental preparation. In order to do this, many steps are taken to support them through their learning journey. We are fully committed to working in partnership with our parents as we see them as an invaluable resource in supporting their child's education and well-being. We aim to consult with our parents on a regular basis to ascertain their views and keep them fully informed about their child's progress and development.

The Local Offer

The local offer was introduced in the Green Paper (March 2011) as a local offer of all services available to support children with Special Educational Needs and Disabilities and their families. This information sets out what is available in schools to help children with lower level SEND as well as the options available to support families who need additional help to care for their child.

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age, or
- b) Have a disability which prevents or hinders them 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The SEN Code of Practice 2014

St Catherine of Siena Catholic Primary School is an inclusive school that offers a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems and sensory or physical needs. We tailor our support to individual need so we can maximise the progress of each pupil.

1. How does St Catherine of Siena Catholic Primary School know if children need extra help?

We know that a pupil need extra help when:

- concerns are raised by parents/carers, teachers, or the child
- children are placed on our monitoring register based on teacher observations and assessments
- less than expected progress is identified, after children have been provided with quality first teaching
- areas of concern are identified through pupil progress meetings
- there is a change in the pupil's behaviour or progress

2. What should I do if I think my child may have special educational needs?

You should speak to the class teacher in the first instance if you have concerns about your child's progress. Adaptations will then be made to try to address concerns and your child will be placed on our Monitoring Register.

You may then be directed to the SENDCO by the class teacher if there is still no progress made.

If you have spoken to your child's class teacher and still feel that you are concerned, you should contact to school office to put you in touch with the school SENDCo.

The roles of staff with SEND responsibilities are outlined below:

Class Teacher

The class teacher is responsible and accountable for providing Quality First Teaching, following the GMAIP (Greater Manchester Ordinarily Available Inclusive Practice) they are also responsible for:

- High quality teaching which is differentiated to each child's individual need
- Adapting the learning environment to meet individual needs
- Monitoring the progress of pupils and identifying, planning and delivering any additional support/intervention
- Devising and updating Pupil Passports to prioritise and focus on the next steps required for individual pupils to make progress
- Contributing to referrals to external agencies e.g. TESS
- Contributing to annual reviews of EHCP's

SEND Team including Special Educational Needs Coordinator (SENDCO): Mrs Paula Cunningham/Mr Martin Hughes

The SENCO is responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy
- Liaising with a range of outside agencies who can offer advice and support to help pupils overcome difficulties
- Providing opportunities for whole school training to ensure that all staff are confident about meeting a range of individual needs

- Working with the Senior Leadership Team to monitor the progress and effectiveness of provision
- Ensuring that parents are:
 - Involved in supporting their child's learning
 - Kept informed about the level of support their child is receiving
 - Included in reviewing their child's progress
 - Consulted about transitions to new class or school

Headteacher: Mrs Sue Leck

The Headteacher is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEND
- Liaising closely with the school SENDCO
- Attending individual pupils review meetings when deemed appropriate

SEND Governor: Mrs Stef Evans

The SEND Governor is responsible for:

- Supporting the school to evaluate and develop their provision for pupils with SEND
- Liaising closely with the school SENDCO and other relevant members of staff

3. How will I know how St Catherine of Siena Catholic Primary School supports my child?

- The class teacher will plan each pupil's education programme. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, phonics or maths then they may be placed in a small focus group or given some individual support. This will be run by the class teacher or teaching assistant. The length of time of the intervention will vary according to the pupil's need. The interventions will be reviewed regularly by all involved to ascertain the effectiveness of the provision and to inform future planning.
- Pupil Progress Meetings are held every term. This is a meeting where the Class Teacher discusses the progress of all pupils in his/her class with the Head Teacher and Deputy head. This shared discussion will inform future planning to support all pupils appropriately.
- Occasionally a pupil may need additional support from an outside agency such as the Targeted Education Support Service (TESS), Educational Psychology Service, Speech and Language Therapy (SALT), Occupational Therapy, etc. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, recommendations are made of how school and home can support the child to address their needs and these will be discussed with parents or carers.
- Additional support will be discussed with parents at parents' meetings unless the SENDCO or class teacher deems it necessary to inform parents beforehand or parents request this information from school.

- In the autumn, spring and summer terms, Pupil Passports are shared with parents which outline pupils' targets, information on how well the pupil feels they are achieving as well as their achievements in relation to attitudes to learning.

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

- Teachers adapt their lessons, informed by GMOAIP, activities and teaching for pupils. The class teacher will tailor lessons and activities to meet the individual needs of pupils with their class.
- Teaching Assistants may be allocated to work with the pupil on a 1-1 basis or small focus group to target more specific needs.
- A Pupil Passport which contains specific individual targets for each child will be shared with parents/guardians of pupils, as outlined in section 3. When a pupil has been identified as having a specific area of difficulty, specific targets will be set relating to overcoming their barriers to learning. This Pupil Passport sets out their targets relating to their areas of need for the term and may include information on additional support that may be provided, if required.
- The process for implementing SEND support is arranged into four stages as outlined in the New Code of Practice (Assess, Plan, Do, Review).

Assess

When concerns arise, information is gathered from a variety of sources (teacher, pupil, parent, outside agencies) so we can develop an accurate picture of the pupil's needs, attainment, projected targets, motivators, and responses to teaching approaches and interventions. This information is compared with the progress of their peers.

Plan

After gathering information, specific, individualised targets may be set on a child's Pupil Passport if required and an outline of the methods that will be used to achieve specific outcomes will be documented too. Targets are agreed which prioritise key areas of learning that are to be addressed. If external agencies are involved, their advice and recommendations are included in the Pupil Passport. Any agreed actions take into 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 Pupil Passports are working documents. It is the class teacher's responsibility to manage the profiles including the targets and provision. Where interventions take place away from the main class, the class teacher takes responsibility and works closely with any other staff involved. The class teacher is accountable for the outcomes and therefore would discuss with the SENDCO if they feel agreed support is not working, for whatever reason.

Review

All Pupil Passports will be reviewed termly/half termly and discussed with parents. Future Pupil Passports will contain specific targets to address areas of difficulty, if required, to enable the pupil to achieve their next steps in learning. As all pupils at our school have a Pupil Passports, they will continue to receive targets to support their learning and the child will continue to be closely monitored through normal monitoring procedures. For children with more complex needs, termly review meetings may be held with the class teacher, SENCO and any external agencies.

5. How will I know how my child is doing?

- You will be able to discuss your child's progress at Parent/Teacher Meetings.
- For some children, regular meetings may be held with to discuss progress – if arranged by the class teacher.
- Communication through email via school office.
- Pupil Passports outline new targets and achievement in relation to previous targets which are reviewed on a half termly/termly basis.
- If you child has an EHCP, this will be reviewed with yourself and any other relevant professionals on an annual basis.
- We have an open door policy, so parents can arrange to meet to discuss their child's progress with the class teacher if they wish.

If you wish to speak in more detail to the class teacher or SENDCO, please contact our school office to make an appointment.

6. How will you help me to support my child's learning?

- The class teacher may suggest ways in which you can support your child.
- Homework and at home learning will be personalised to ensure that it best supports your child, based on their needs.
- The SENDCO or Headteacher may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.

7. What support will there be for my child's overall well-being?

Well-being of our children is of the highest importance and is the responsibility of all staff at St Catherine's. Class teachers will ensure that they monitor the well-being of the children in their class and will communicate with relevant staff members if they feel any additional support is needed.

At school, we have a Pastoral Lead who works with children and parents to support children/families with emotional, social and behavioural needs.

Boxall profiles are completed, for some children, to help us identify areas which we can work on in order to support with the overall well-being of our children.

We have a Nurture Room and Sensory Room at school which is used for sessions to support identified pupils either on a 1:1 basis or in small groups depending on the need and level of need.

Assessment tools are used to identify specific needs and a tailored programme is designed to support the needs of the pupils. Their progress is reviewed termly and their transition from the Nurture Group is closely monitored and continued support is provided if necessary.

At school, we take a positive approach to behaviour leadership, encouraging pupils to make the right choices and celebrating examples of good behaviour. Class Dojo plays a massive part in reinforcing positive behaviour and recognising all children for good behaviour. The school Behaviour Policy is clear and transparent, ensuring a consistent approach throughout the school.

When a pupil may be struggling to manage their behaviour, as a school we closely involve our parents and share management strategies shared so that we can work together to best meet the pupil's needs. If necessary, we may seek further advice from outside agencies such as the TESS team.

We work closely with the Wigan Mental Health Support Team/CAMHS to bring in outside agencies to support children and families if we feel that level of support is needed.

Early Helps may be used when we need to support the general well-being of our children. These will be started and led by our Pastoral Lead.

Pupils with medical needs

- If a pupil has a medical need then a detailed Health Care Plan is compiled in consultation with parents/carers.
- This information is shared with all staff. These will be updated at as and when appropriate. The plans are discussed with all staff who are involved with the pupil.
- Staff receive appropriate training to support pupils who have specific medical needs. This training is usually delivered by outside agencies and in some instances, parents of pupils with medical needs provide advice to staff.
- Where necessary and in agreement with parents/carers medicines are administered in school but only when a signed 'Medicine Consent Form' is in place to ensure the safety of both child and staff member.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- ASC Pathway
- Behaviour Support
- Child Protection Advisors

- Educational Psychologist
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Targeted Education Support Service (TESS)
- Child & Adolescent Mental Health Service (CAMHS)
- Specialist Sensory Education Team
- Social Services
- SALT (Speech & Language Therapy)
- OT (Occupational Therapy)
- Start Well (family support)
- School Nurse
- Virtual Schools Team (for looked after children)

9. What training are the staff supporting children and young people with SEND had or are having?

Staff at school receive training and training needs are regularly reviewed. Areas in which staff have/are accessing training include:

- Hearing impairment
- Visual impairment training
- Team Teach (Positive Handling)
- Twinkl Phonics/Codebreakers intervention
- Dyslexia Friendly School Training
- Attachment Disorder
- Autism
- Emotionally Based School Avoidance
- Nurture
- Mindfulness/Well Being
- Reciprocal Reading
- Maths Recovery
- Maths Hub
- Soundwrite
- Sensory needs/breaks
- Speech and Language Support
- Talking Tables
- First Aid
- SMART target setting
- Build 2 Express

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

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If necessary, 1:1 support can be provided to support children to access the trip.

11. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- The school is a one storey building accessible to all.
- Access to all parts of the school building is via flat surfaces.
- The school playground can be accessed from each classroom via flat surfaces.
- All doorways mean easy access for all.
- There is a single disabled toilet at the front for school.
- We have access to EMTAS for translation support.

12. How will the school prepare and support my child when joining St Catherine of Siena Catholic Primary School or transferring to a new school?

Transition can be a particularly anxious time for children and young people with SEND and we aim to provide as successful and smooth transition as possible.

For pupils new to the school where an additional need has already been identified, a transition review will take place prior to the pupil's admission. The parents will also have the opportunity to meet with the class teacher and SENDCO to plan the provision or support needed for their child.

If your child is moving schools, we will always contact the new school's SENDCO and share information about the type of provision that is required to address your child's needs. If appropriate, additional transition visits can be arranged for your child so they can experience their new school before moving. This will be arranged with the new school. All information we have on record will be passed on to the new school even if your child is no longer requiring SEN support. Transition days are organised with the local Secondary schools for all pupils and additional transition days are arranged for pupils with SEND.

When moving to a new class in the same school, information sharing sessions will take place between the old and the new class teacher. Regular opportunities will be provided in the summer term for your child to meet their new teacher and, if appropriate, transition work books will be completed.

In some cases, multi-agency meetings may be arranged to create a more detailed transition plan.

13. How are the school's resources allocated and matched to children's special educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent upon the needs of each pupil with additional needs.
- Additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

- Resources may include deployment of staff depending upon individual circumstances.
- For those pupils with the most complex needs, an Education, Health and Care Plan (EHC Plan) may be requested. Specific funding will be allocated to these pupils and parents/carers will be involved in any decision making.

14. How is the decision made about how much support my child will receive?

These decisions are made in consultation with the class teacher, SENDCo, Senior Leadership Team together with any outside agencies. Twice during the academic year, a multi-agency meeting takes place with the Educational Psychologist, TESS teacher, Headteacher and SENDCO, in order to review the school's needs. Decisions are based upon termly tracking of pupil progress and the results of any external assessments. Parents/carers will also be informed in this process.

15. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education and will be invited to school to do so at, once every term. Parents and carers are always welcome to bring an additional adult to accompany them when attending such meetings.

The School SENDCo will also communicate with parents before seeking any further support from other agencies to acquire permission and to discuss the plans for providing this further support.

16. Who can I contact for further information?

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the SENDCO, Headteacher or pastoral Lead.

SEND Team
School SENDCo: Mrs Cunningham
Deputy Headteacher: Mr Martin Hughes
Headteacher: Mrs Leck
Pastoral Lead: Mrs Penn

Date to be reviewed: September 2026