



St Anne's Catholic Primary School

SEND INFORMATION REPORT 2025-26

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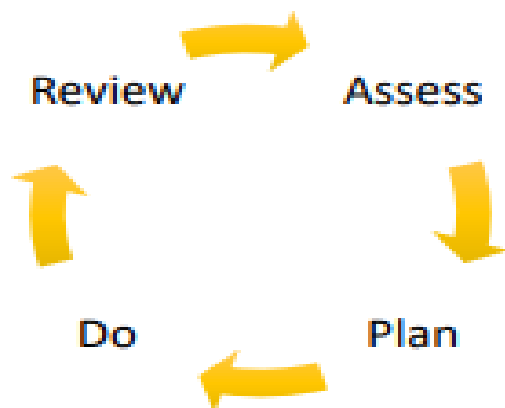
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## Our Approach as a school

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.

If the school feels that additional funding is necessary to support a pupil, an application for 'High Needs Funding' can be made to the Local Authority. An Education, Health and Care Plan (EHCP) can also be applied for either by the school or by the parent / carer of a child.

**Assess:** Assessment is carried out in a number of ways and is an integral part to all teaching and learning, in all areas of the curriculum and a child's development. Observations, discussions, formative assessments (e.g. marking of class work) and summative assessments (e.g. end of topic / SATs) are just some of the many ways staff within school assess all pupils throughout the school day on a regular basis. It is never assumed that a child who is not making expected progress has a SEND need. Instead, staff work in collaboration to consider potential barriers to their learning and other influencing factors (e.g. attendance, punctuality, new to English, personal circumstances).

When a child is identified as having a special educational need, additional assessments (internally / externally as appropriate), with a specific focus, may be sought from other professionals and agencies (e.g. an Educational Psychologist's consultation). The purpose of such assessments is to gain a more detailed understanding of the child's needs and to establish the best ways in which

such needs can be met.

**Plan:** Outcomes of assessments and the analysis of such data informs the planning and delivery of high-quality teaching and learning, as well as additional intervention required. Staff within our school are trained in a variety of specialist areas, with the needs and best interests of the children at the centre of all planning.

At times, schools may seek specialist support from other professionals, perhaps from alternative settings within the Local Authority, in order to plan the most appropriate provision and support, specific to the individual pupil and their area of need. During the planning stage, parents / carers, teaching staff, the SENCo and at times additional professionals will all have a valued input to the process. Where there is involvement with a number of agencies, it can be purposeful to open what is known as an EHAT (Early Help Assessment Tool). This allows any professionals working closely with the child and family (e.g. paediatrician, class teacher, school nurse) to regularly meet and plan collectively; with the relevant professional leading, depending on the child's primary need. This collaborative approach can help to achieve a more holistic and consistent approach to meeting needs.

**Do:** Whilst interventions and additional support may be offered by other colleagues or professionals, it is the responsibility of the child's class teacher to ensure that the plan is fully implemented. Provision may take place within the classroom, in small groups or on a one-to-one basis. The frequency of such provision will be determined by the nature of the support, the needs of the child and the desired outcomes.

**Review:** Communication between all involved is key to ensuring that the needs of the child are met. Regular discussions take place in school between the class teacher, support staff and external professionals (where applicable) who are working with the pupil so as to allow for feedback and updates to be shared. Regular meetings are held with parents / carers and key staff involved, to review the progress made and to plan the next steps for the individual child. The impact of implemented support and provision will be a key factor in determining the next steps for the pupil. Where impact is not evident, it is likely that a change in support / approach will be necessary. An intervention will never simply continue or be repeated unless it is seen to be having a positive impact on the child's progress. When considering this progress, a variety of data will be considered and questions discussed (e.g. Has attendance impacted on the outcomes of an intervention? Is the timetabling of intervention appropriate? Do staff require additional training to support progress?).

## **SEN Needs**

When considering Special Educational Needs, the four broad areas of need, as identified within the Code of Practice (2014) are:

1. Communication and Interaction.
2. Cognition and Learning.

3. Social, Emotional and Mental Health.

4. Sensory and/or Physical.

The purpose of identification is to establish what action the school needs to take in order to provide appropriate support and personalised teaching to suit the individual needs of the learner - not to fit a pupil into a category. As a school we recognise that no two children are the same and needs within one of the 4 areas can vary significantly.

As a school we regularly review the interventions, resources and training of staff in order to best meet the needs of all children with or without a SEND.

**1. Communication and Interaction** - for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. To support this area of need, additional classroom resources and equipment may be used for example visual timetables, PECS (Picture Exchange Communication System) cards.

This is an area in which members of St. Anne's Catholic Primacy have gained, and continue to gain a great deal of insightful information and professional development on, as a result of the professional dialogues that are regularly had with specialist settings and professionals.

Below is a list of evidence-based, research-led and recommended intervention tools we regularly deliver to children (this list is not exhaustive and we will always implement new interventions that are recommended).

COMMUNICATION & INTERACTION	
Intervention.	Purpose
Socially Speaking	Supporting social interaction, increasing self-esteem, improving listening skills and expressive language abilities.
Lego Therapy	Developing communication and problem-solving skills within small teams / groups.
WellComm	Supporting and developing early language skills.
Talking Time	Activities and games designed to improve children's speaking and listening skills as a precursor to reading, writing whilst also gaining confidence in learning.
Elklan Language Builders for: 3-5/5-11/Autistic Learners Elklan Information Carrying Word/ Barrier Games Listening skills	Activities and games designed to foster listening, communication and vocabulary building
Time to talk	Teach and develop social interaction skills and improve oral language skills for children aged between 4-6 years old.

Black Sheep Press Resources	Resources to develop the speech, language and social skills of children & young people
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External agencies / professionals who we may seek the advice and expertise from include:

- GP / Alder Hey Children's Hospital
- Speech and Language Therapy (SALT)
- MAST (Merseyside Autism, Speech Therapy)
- Autism Initiatives
- Language Resource bases (particularly Matthew Arnold base)

## 2. **Cognition and Learning** - for example where children and young people:

- learn at a slower speed than others of their own age despite appropriate adaptive teaching,
- have difficulty understanding parts of the curriculum,
- have difficulties with organisation and memory skills,
- have a specific difficulty affecting one particular part of their learning performance such as in Literacy or Maths.

This is an area in which an extensive range of interventions are well-established. Below is a list of evidence-based, research-led, interventions we deliver regularly to children (this list is not exhaustive and we will always implement new interventions that are recommended to us).

<b>COGNITION &amp; LEARNING</b>	
Intervention	Purpose
Precision Teaching	Bespoke programme to develop basic skills of Maths / English / develop fluency / retention of skills.
Dyslexia friendly approaches	Approaches in our teaching style which ensures all children can access the curriculum and work.
Small group Targeted work	Aimed at targeting a particular topic of learning to help the child further understand this and apply their knowledge independently.
Read, write Inc	Tailored to the needs of the child to focus on specific phonetic sounds they have not yet mastered
Number Stacks	Tailored to the gaps in children's knowledge to build up their understanding of number and number systems.

Clicker 10	Child-friendly word processor which overcomes barriers to writing with speech predictor, wordbanks, speech feedback. Recommended for Dyslexia.
MeeMo	Memory retention

As a school we continue to monitor the impact of such interventions on each individual pupil they are intended for. With **high-quality teaching as an ongoing focus for all subjects and for all children**, colleagues work closely together to constantly reflect on additional resources / styles of teaching that can be incorporated to everyday classroom practice. We actively seek additional training which may further support the school in this area and apply this if we feel there will be a positive impact on our pupils' learning.

External agencies / professionals who we may seek the advice and support from include:

- Special Education Needs Inclusion Support Service (SENISS)
- Educational Psychology Service (EP)
- SENISS Dyslexia/Dyscalculia Assessment

**3. Social, Emotional and Mental Health Difficulties (SEMHD)** - for example where children may experience social and emotional difficulties which can manifest in different ways. This difficulty can present in varying ways – examples include: becoming withdrawn, displaying challenging behaviour, behaving in a disruptive manner and self-harming.

Below is a list of evidence-led, research based, interventions we deliver regularly to children (this list is not exhaustive and we will always implement new interventions that are recommended to us).

SOCIAL, EMOTIONAL & MENTAL HEALTH DIFFICULTIES	
Intervention	Purpose
Social Stories	Stories written to help pupils to further develop social understanding.
Comic Strip Conversations	Comic strip conversations are simple visual representations of conversations which show the things that are actually said, how people might be feeling and what people's intentions might be.
Play Therapy	Helps children understand muddled feelings and upsetting events that they haven't had the chance to sort out properly.
Mental Health Support Team	This team will support children and their families who are struggling in the SEMH category.

Tiny Steps for Peace  Small Steps for Peace (Tim Parry/Jonathan Ball Foundation)	Project introduces empathy, kindness and respect to children in Y3-4 Project explores conflict resolution and cultural understanding for children in Y5-6

To further support pupils with SEMH needs, the school often seeks the support and expertise from a number of agencies and professionals who have a specialism in this area. Links are established with the following:

- Child & Adult Mental Health Services (CAMHS)
- Mental Health Support Team

**4. Sensory and/or Physical Needs** - where a child has a physical disability or sensory impairment the relevant support is planned for and provided, often through the provision of additional / adapted equipment or by adjustments to the school timetable. In such cases, the named School Nurse may be contacted and they would support the school, family and most importantly the pupil, in planning for and implementing appropriate provision. The School Health Service may be invited to attend reviews and discussions to ensure that staff in contact with the pupil have the relevant training / awareness of specific conditions. At times, a Health Care Plan may be written to support the physical / sensory needs of pupils. In this, strategies, treatment and specific information on the pupil's needs would be documented and reviewed at least annually.

The medical expertise of professionals working alongside a child with sensory / physical needs are vital. It is their input which usually informs how best to support the individual.

- Physiotherapist
- Occupational Therapist
- Community Paediatricians
- Various departments from Alder Hey
- Sensory Services with Local Authority

<b>SENSORY AND/OR PHYSICAL NEEDS</b>	
Intervention	Purpose
Sensory Circuit	Planned three-part circuit; alerting, organising,

	calming which enables children to regulate sensory needs
Sensory Den/Room(s)	Therapeutic spaces with a range of stimuli which provides children with the individualised sensory input they need to self-regulate so they can be better prepared to learn and interact with others.

### **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
Parents evening	Parents / teacher	Three times per year (October, February, July)
Review and renew Graduated Response Plans	Parents, teachers, SENCo, Children, external services (when appropriate)	Three times per year (December, April, July)
Specialist external services (Education Psychologist, SENISS, Alder Hey departments, mental health support services)	When required and needed for the individual	Continuous professional conversations
Parent training/ Coffee Morning	Parents, SENCo. Learning Mentor/ASD Outreach Team	Various occurring when suitable training is available or required
Open door policy	All staff	Before and after school available for meetings

### **Staffing deployment**

It is the needs of the children which lead decision making in the deployment of staff. All staff within St Anne's Catholic Primary recognise and appreciate that the needs of individual pupils and classes change. In meeting such needs, a flexible approach to planning and at times, staffing can be necessary if it is believed that pupils will benefit. As a result of this, on occasions, there may be a movement of staff (teaching and non-teaching) between classes / key stages in order to ensure that the individual needs of children and the needs of classes as a whole are best met. Timetables of staff are tailored to suit the needs of children not only during class-based work but during lunchtimes and throughout the extended school day.

Some staff offer their skills regularly to translate for families whose first language is not English and often attend meetings with parents to translate.



## **Staff professional development**

We are committed to developing the ongoing expertise of our staff and organise regular professional development for staff. We collate CPD annually in relation to staff development and plan training dependent on the needs of staff, the children and school.

## **Finance**

As a school we receive a SEND notional budget. The needs across the whole school are monitored and analysed and this money is spent in a way we feel best meets the needs of the children. The SEND notional budget is currently being spent on the following:

- Support staff
- Additional teacher between year groups to allow for team teaching opportunities
- Teaching resources
- Professional Development and training

## **Transition for all children including those with Special Educational Needs**

The Code of Practise (2015) states that ‘SEN support should include planning and preparation for the transitions between phases of education.’

All transitions are a particularly important time in a child’s school life and even more so for those with SEND. We are very aware that such times need to be managed very carefully to reduce the anxiety and worry for the children and their families. Where more vulnerable children are concerned, individualised transition plans will be put in place to ensure the needs of the child are met.

Transition and staffing	The needs of the children lead the decision making in the deployment of staff. It is carefully considered each year as to where staff are most needed and also to utilise the skill set of the staff. Sometimes, particularly for those children with ASD who struggle with change, support staff may move up with the year group to give this consistency. When this is not the case, a transition programme is put in place to ensure the child / children are familiar and comfortable with the new support staff.
Transition between year groups within school	In July each year, we hold a ‘Meet the Teacher’ event for the parents. This is an opportunity for the parents to come into the new class and hear about what the children will be learning in the next year. Teachers will share information about the curriculum and expectations and parents will have the opportunity to ask any questions they might have. We also hold a transition day when the class moves up to their new classroom with their new teacher and support staff (although this can sometimes be kept the same). Teachers lead the children in ice breaker and getting to know you activities applicable to the age of the child.
Transition from nursery (external) to reception	Our Nursery staff work together to ensure all children starting reception in September are offered a visit during Summer term 2. This may be at their current nursery setting or may be a home visit. This allows the child to meet their future staff and have some activities to get to know the staff members. It also allows the staff members to gather some background information on the child’s strengths and areas of difficulty to ensure plans are put in place before the September start point.
Transition from	During summer term 2, the teacher planned for Year 1 will visit reception for at least half a day per week. They will spend time getting to know individual children

reception to year 1 (EYFS to KS1)	and allow the children to become familiar with them as well. At times, the support assistant from reception will transition with the class to Year 1; this is dependent on staffing deployment needs within that class.
Transition from year 6 to Year 7 (Primary school to secondary school)	<p>We run a transition programme throughout Year 6. Their PSHE curriculum is tailored to ensure the Year 6 are socially and emotionally prepared for their transition to secondary school. We also enlist the support of external services for targeted transition work.</p> <p>In July 2025, we had children on the SEND register leave St. Anne's and transition to different secondary schools. All information relating to SEN and behaviours was transferred to the secondary school via CPOMS and this was communicated via the local authority transition forms completed.</p> <p>Local Authority transition forms are completed for each child in Year 6 and an additional local authority SEND transition form is completed for children on the SEND register. Meetings are held between the Year 6 class teacher / SENCo and a member of staff from the secondary school. These meetings lay out all the information about the child and ensure the secondary school is aware of difficulties children face and particular vulnerabilities. At these meetings, we will also recommend children we feel would benefit from a summer transition programme to help them settle into their new school.</p>

#### What has worked well this year (2025-2026)

At St. Anne's, we are continuously striving to recognise what has worked well and had the greatest impact on the needs of the children across the school. Recent positive developments we have identified include:

- Our commitment to outstanding levels of inclusive best practice has been recognised in becoming re-accredited as an Inclusion Quality Mark Centre of Excellence.
- SENDCO/SLT visited 3 schools to research successfully developed SEN provision 'units' within mainstream. All 3 are unique to the school and their particular cohorts developing and growing needs and common themes/challenges identified. Establishment of a designated space in KS2 for identified children to access the curriculum with adaptations and reasonable adjustments is planned. This space will support neurodivergent individuals for whom full time in-class learning is inappropriate. Pupils will be supported sensitively by staff and given regulation space. Building independence, resilience and becoming empowered to take responsibility for their own learning is the goal.
- Following on from the EEF Communication Project, EYFS staff were trained by SENCO in ensuring the 'Strong Foundations' guidance is followed and reflected as part of our 'Communication Curriculum'. Our Communication Champion continues to lead and model Communication, Speech and Language across EYFS following the completion of Elklan Training Speech and Language Training.
- School has allocated Teaching Assistant 2.5 days per week to delivering speech and language interventions (Wellcom/Elklan) across EYFS/KS1/KS2 and participants continue to show accelerated progress in the majority of cases (typically 6 months or more in one term).
- Chatta - an IT 'metacognition' resource continues to be used systematically to enable children to verbally communicate their understanding and ideas with visual prompts in order to orally rehearse and revise before writing. The scaffolding software 'reduces cognitive load' and therefore frees up the available working memory so that learners have the opportunity to practice, rehearse, revise and embed their understanding with prompts and sentence stems. The positive impact of this resource for all but particularly for SEND pupils is noted across

key stages through the embedding of its use by staff as an alternative method of recording and to support children who are new to English learning basic vocabulary.

- Monitoring of Graduated Response Plans has shown that staff are more confident and knowledgeable in writing these. SENCO has been able to formalise the intervention timetables for support staff improving accountability.
- SENDCo is due to complete professional development qualification NPQSEN in Spring 2026.
- SENCO has successfully secured ongoing funding for pupils 2 with high needs and 2 new EHCPs which include funding. The total number of children with high needs/EHCP funding is 12 totaling £26,101 and we are awaiting decisions regarding 2 further pupils.
- Working with Merseyside Autism and Speech Therapy (MAST) in EYFS will continue in Spring/Summer terms. They will provide training for staff in early identification of speech, language and communication difficulties, support writing Graduated Response Plans and write reports as evidence for referrals. MAST will also support parental engagement through social communication/speech & language workshops planned for Spring/Summer Term 2026.
- Identified staff across each key stage will undertake training in Sensory Processing Needs in early Spring 2026.
- The successful universal 'Talking Time' programme for 3-5s will continue to deliver engaging, structured small group activities and enhance language through high-quality interactions and vocabulary rich story books.
- We strive to ensure we offer a wealth of opportunities and wider opportunities for all children including those with SEND and encourage those on the register to join our after-school clubs (which are run by school staff who know the children and their needs really well). 1:1 adult supporters attend the chosen after school club with their allocated child.
- We have representatives on both councils from school who are on the SEND register.

### **Further development**

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

1. Continued embedding of the Wellcomm programme of assessment (whole school) and delivery to target a greater number of children with communication and language difficulties.
2. We plan to embed Chatta further across the school and develop our status as a flagship school.
3. Training for staff to develop greater understanding and use of strategies to support children with sensory processing difficulties and Neurodivergent profiles
4. Build on our status as an IQM Centre of Excellence by attending cluster events to share & learn from best practice and to host an event in Summer Term.

### **Complaints**

Our complaints procedures and policy are available on our website or from the school office. Other policies.

The SEND Information Report should be read alongside various other policies;

- Accessibility plan
- Admissions policy
- Equalities policy
- Feedback policy

- Intimate care policy
- Mental health and wellbeing policy
- Positive relationships policy
- Safer handling policy
- SEND policy
- Supporting pupils with medical conditions

Legislative Acts considered when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005