

# **Parish CE Primary School**



## **SEND Report**

## **SEND Information Report for Parish C of E Primary School 2025 - 2026**

### **Part of the St Helens Local Offer for Learners with SEN**

#### **Introduction**

Welcome to our SEND Information Report which is part of the St Helens Local Offer for learners with Special Educational Needs (SEN.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually.

At Parish C of E School, we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Name of SEND Governor – Carole Leyland

Name of SENCO – Hannah Moore

Name of Executive Headteacher – Jennifer Young

Name of Head of School – Mark Hardy

If you have specific questions about the St Helens Local Offer, please visit the St Helens Council Website. Alternatively, if you think your child may have Special Educational Needs please speak to their class teacher or contact Hannah Moore (SENCO) on 01744 678430 or by email [parish.inclusion@ldst.org.uk](mailto:parish.inclusion@ldst.org.uk).

#### **Our Approach to Teaching Learners with SEND**

At Parish C of E School, we believe in participation for all. We want all adults and children to participate in learning, and we celebrate all members of our community. We want to create an inclusive culture in our school, and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We live out our Christian Values in all that we do. Our faith underpins our approach in ensuring that we have a commitment to ensure that equality of opportunity is available to all members of the school community. For our school this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of children in school including those with SEND by celebrating and valuing the achievements and strengths of all members of the school community.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our teaching and learning policy.

We aim to create an inclusive learning environment to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

At Parish, all that we teach is underpinned by our seven Rainbow Promises. These promises have been specifically designed to be a fully inclusive curriculum based on extensive research into learning pedagogies for how children (regardless of need) learn best. For more information see the Rainbow Curriculum page on our school website.

### **What are Special Educational Needs?**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

**“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.”**

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Parish C of E Primary School, we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2025 - 2026 shows that we have 10% of children identified as having SEND, with a further 4% of children currently on the school's SEND watchlist. Of the 10% of children identified as having SEND, 25% of these receive enhanced funding and 100% of those in receipt of funding have an Education Health and Care Plan.

### **Categories of SEND**

Special Educational Needs can be split into four broad areas:

#### **Cognition and learning**

Parish C.E. Primary School is experienced at supporting children with cognition and learning difficulties through high quality teaching and effective adaptation. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with Maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties. For example, we support children by breaking down activities into smaller, achievable steps; providing appropriate resources including the use of technology and through providing adult support. We also run a number of interventions including support for students with dyslexia, catch-up maths and English sessions, reading and additional numeracy sessions.

#### **Social, emotional and mental health**

For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through Emotional Support Sessions and social skills groups. We involve outside agencies such as CAMHS (Child and Adolescent Mental Health Service), Barnardo's or the Community Paediatrician if necessary. We also access support from the St Helens Mental Health Support Team, where appropriate, and other external agencies.

#### **Sensory and/or physical needs.**

Where required the school works closely with outside agencies including Occupational Therapy and Physiotherapy teams, to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to students. We hold regular meetings with these agencies and the parents to review the equipment and approaches that are in place.

#### **Communication and interaction**

Communication and Interaction includes those children who require speech and language support along with those who have social/communication difficulties such as autism. The school works closely with and makes effective use of guidance from Speech and Language Therapists to put into place effective strategies to enable students to succeed within their classrooms. We provide 1:1 support to deliver intervention recommended by Speech and Language Therapists. We also support pupils with autism through our highly trained teachers and teaching assistants who have completed training on support pupils with ASD. Further whole school training

will take place this year through the Autism in Schools Project. We support pupils through adaptive teaching methods and scaffolded learning, targeted intervention programmes, and individualised targets.

### **How we identify Special Educational Needs**

Class teachers and support staff, along with parents, work closely together to assess the progress of pupils within their class. Should a teacher, teaching assistant or parent have a concern that a child may have special educational needs they will speak with Mrs Moore (SENCo) or complete a Parent/Staff Concern Form. A period of observation may follow, with the child being added to 'Wave 1' of our SEND register. During this time, specific, time limited interventions will be introduced to try and encourage progress. Staff often use our 'Quality First Teaching Toolkit' to identify the most appropriate intervention for each child. This is called the 'Assess, Plan, Do, Review' process.

Following this period and one cycle of 'Assess, Plan, Do, Review,' if the concerns remain, further investigations may be required. At this stage a pupil may be added to our SEND register and may receive a pupil passport (IEP) which includes detailed targets and strategies to support them.

### **Assessing SEN at Parish C of E School**

Class Teachers, support staff, parents/carers, and the learner themselves will be the first to notice a difficulty with learning. At Parish C of E Primary School, we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning.

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. We have access to services universally provided by St Helens Council, which are described on the Local Offer website.

Parish C of E school have a working partnership with:

Educational Psychology

Speech Therapy

Counsellor

EAL Teacher

School Health

TESSA Autism

Behaviour Improvement Team

We also employ Learning Support Assistants who deliver interventions in the provision map as co-ordinated by our SENCO.

### **What we do to Support Learners with SEND at Parish C of E School to access the Curriculum.**

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Parish C of E are proud of our teachers and their development.

At Parish C.E. Primary School we use a 'Quality First Teaching' model to ensure that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points. As part of this model, subject leaders have worked alongside our SENCo and our Academy Trust to analyse any potential barriers to learning across all subjects, which a child may present with and all staff have been given extensive training to be able to effectively implement reasonable adjustments and clear differentiation to ensure all children have the opportunity to thrive in all lessons whilst at our school.

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables, schedules and prompts
- Writing frames
- Adapted and supported tasks
- Use of equipment including writing slopes and pencil grips
- Use of equipment including work stations, cushions and ear defenders to aid concentration
- I-pads, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

We recognise that whilst our Rainbow Curriculum is fully inclusive for all learners, some pupils require further adaptations and support in their learning. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified, using the SEND Assessment Toolkit. Class provision maps detail the interventions and actions undertaken to support individual learners across the year groups. Termly modifications are made to the provision map to reflect the changing pupils and their needs.

At Parish C of E Primary School, SEND provision across the school is collated on a provision map and shared with our colleagues in our Academy Trust during network meetings, so we can learn from each other, and demonstrate what we offer for learners with SEND. Our provision map is also shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

An Individual Pupil Passport may also be used to record support which is additional to, or different from, the inclusive curriculum offer for all children, and will focus upon individual support and targets that match the child's identified needs. It will include information about:

- The identified needs of the child
- The teaching strategies to be used

- The additional provision to be put into place
- Specific targets set for the child
- Outcomes (recorded at the time of the review)

Pupil Passports will be discussed with the child and parents at termly meetings with the class teacher. Any advice and recommendations from outside agencies will be used to inform provision, target setting and strategies used.

### **Looked After Children**

For children with SEND who are looked after by the local authority, the SENCO and Pastoral Lead will liaise with the responsible local authority and the child's social worker and attend Personal Education Plan (PEP) review meetings to ensure the child's needs are understood and appropriate support is provided.

### **Funding for SEN**

Parish C of E school receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described in a SEN memorandum.

Parish C of E can also apply for additional funding from the Local Authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the school.

### **What training do the staff supporting children and young people with SEND undertake?**

Staff at Parish C.E. Primary School undertake regular training in all areas of SEND. Some of these areas include:

- Autistic Spectrum Disorder
- ADHD
- Philosophy for Children
- Looked After Children
- Lego Therapy
- Quality First Teaching
- Nurture approaches
- Sensory needs
- Speech and Language support
- Early Talk Boost
- NELI

The SENCo attends the St Helens SEND Briefings in November, March and June, along with half termly LDST meetings and training in order to share best practice.

The SENCo has completed The National SENCo Award.

Training is booked to meet the needs of the school community. We consult with external providers to ensure that our staff are fully equipped to support children to achieve their potential.

### **How do we Find Out if this Support is Effective?**

Monitoring progress is an integral part of teaching and leadership within Parish C.E. Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCo, teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENCo collates the impact data of interventions, to ensure that we are only using interventions that work. Intervention data is shared with the LDST so all SENCos in our trust are able to select high quality provision.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

### **Other Opportunities for Learning**

All learners should have the same opportunity to access extra-curricular activities. At Parish C of E school in 2025-2026 we are offering a range of additional clubs and activities. These can be found on the [Our Extra Curricular Offer](#) section of the website.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our extended school co-ordinator to discuss specific requirements.

All staff at Parish C of E school have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:



**“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”**

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

### **What support will there be for children’s well-being?**

Parish C.E. Primary School offers a wide variety of pastoral support for pupils. This includes:

- A bespoke PHSE curriculum. Please visit the [Parish Spirit](#) page of our website to see the topics that are included within this area of the curriculum.
- Staff have received Mental Health and Wellbeing training to support on how to recognise the signs of mental health problems.
- The Senior Leadership Team capture pupil and parent voice to monitor the effectiveness
- Interventions to support pupils’ well-being are delivered to targeted pupils and aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find outside class times difficult are supported over break and lunchtime and offered alternative activities where appropriate.

### **Preparing for the next step**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving into employment. Parish C of E Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. Transition meetings will take place with secondary school staff to ensure that relevant information is shared.

### **Admission Arrangements**

Children are admitted to Parish CE Primary School according to our admissions policy. The admission of pupils with disabilities is the same as those applied to pupils without disabilities. The school complies fully with the Equality Act 2010 and the School Admissions Code 2021 in relation to the arrangements for the admission of disabled pupils.

Where the school is oversubscribed all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

Parish is a Church of England Primary School situated in the Diocese of Liverpool and its admission arrangements are maintained by St Helens Local Authority.

Admission arrangements are determined by the Governing Body of the school in consultation with the Diocesan Board of Education, the Local Authority and other admission authorities in the relevant area.

The Admission Number for the 2025 Reception year intake at Parish Church of England Primary School is 30.

Parents of children with disabilities are advised to speak to us prior to admission to discuss any reasonable adjustments required so we can plan accordingly.

### **Making an Application**

Applications for Reception year in September 2026 should be made on the applicant's home local authority common application form.

St Helens residents may also apply online via <http://admissions.sthelens.gov.uk/>

Applications must be submitted by 15<sup>th</sup> January 2026.

All applications will be considered at the same time and after the closing date.

Decision letters/emails will be sent to parents on or after 16<sup>th</sup> April 2026.

### **Late Applications**

Applications submitted after the closing date will only be considered alongside those who applied on time when they are received before the allocation procedures begin. However, as this date cannot be predicted, parents have no guarantee that any application received after the closing date will be included.

The admission arrangements for Parish C.E. Primary School are in accordance with the School Admissions Code, the School Appeals Code, other laws relating to admissions, and relevant human rights and equalities legislation. It follows, therefore, that they do not discriminate against or disadvantage disabled children or those with special educational needs.

### **Have your say**

Working together we can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners

with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff.

We actively encourage parents to engage in the SEND support for their child and recognise the vital role they play in supporting their children's education. Parents are invited to a termly meeting with their child's class teacher to discuss progress and any concerns they might have. Alongside this, parents are also offered the opportunity to meet with the SENCo if they wish.

Parents are welcome to arrange an appointment with the class teacher, the SENCo or a member of the senior leadership team at any time to talk about their child. This can be arranged via the school office (01744 678430) or via email [parish.support@ldst.org.uk](mailto:parish.support@ldst.org.uk).

**Pupil Voice** We actively gather 'pupil voice' in a range of ways. Pupils are consulted regularly as part of the regular reviews into the SEND support they receive. Furthermore, SEND pupil focus groups and surveys take place to further understand what is working well and what we can improve for SEND pupils at Parish C.E. Primary School.

### **Complaints Procedure**

Any complaints should be addressed in writing to the Executive Headteacher Mrs J Young or to our Chair of Governors Rev. Rachel Shuttleworth if the complaint is about the Headteacher. Following this if you feel the complaint needs to be addressed further or refers to the Chair of Governors please contact LDST Operations Team.

### **Useful links**

<https://www.sthelens.gov.uk/send/>

<https://www.sthelens.gov.uk/send/st-helens-iass-information-advice-and-support-service/>

<https://www.gov.uk/children-with-special-educational-needs>