

St William of York Catholic Primary School



SEND Information Report

Signed *G Prendergast* Chair of Governors

M Murphy Head Teacher

Date: 27th November 2025

Review date: November 2026

SEND Information Report

SENDCO: Mr C Davies

SEND

Governor: Miss J Lewis

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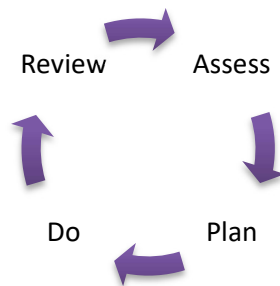
Tel 0151-924-7280

Local Offer Contribution: <https://www.sefton.gov.uk/localoffer>

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 and disabilities.

Assess: The children's progress is monitored and assessed across school; all staff meet with senior teachers for pupil progress meetings and children requiring additional support are identified and ways forward planned. This process means that some children who do not have a special educational need or disability may access intervention activities for short periods to support their learning. We have introduced new intervention guidelines, which means that there is an informal review half way through an intervention, to ensure it is proving effective, as well as a formal assessment at the end of each intervention.

There are four main areas of Special Educational Needs we consider when assessing and planning for pupils' needs: **Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health** and **Physical and Sensory Needs**.

In consultation with parents/carers and pupils, the class teacher supported by the SENDCo, if appropriate, will identify pupil's strengths and barriers to learning. This is achieved through tracking and monitoring all data relating to pupil progress, which is obtained from class teachers, intervention group assessment information, accessing reports from outside agencies and discussion with parents /carers.

Plan: The class teacher, SENDCo and parent or carer will liaise with each other to identify appropriate outcomes for the pupil so that a SEND Support Plan can be created. This will show how the outcomes will be met, specifying a time scale, which is normally half a term. However, this can be adapted depending upon specific pupils needs. Outcomes can be met through a range of strategies including differentiated teaching, targeted interventions, adapted resources or access to specialist services if available via the Local Offer.

Do: The class teacher supported by SENDCo will then ensure the plan is delivered, with the SENDCo accessing the available external support that has been identified as part of the plan.

Review: The pupils' SEND Support Plans are reviewed at the stated time to reflect the progress made and the impact of the intervention. In some cases, if the informal review has identified that the provision is not having an impact, the review will be brought forward and new targets are set. The review information gathered is used to identify the next steps and future provision for the pupil. As part of the review process, the views of the pupil and their parents/carers are considered to inform future provision.

Having consulted with the children and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals who offer the support to your child and hold both our internal/external providers and ourselves to account.

SEND Needs:

Children and young people's Special Educational Needs and Disability (SEND) are generally categorised in the following four broad areas of need and supported as follows:

1. Communication and Interaction- this area includes those children with a diagnosis of ASD.

- Adapted teaching styles and adapted planning to meet the children's needs.
- Use of visuals (Widgit) to ensure clear non - verbal communication, now and next cards, task organisers, visual timetables, work stations for pupils and use of timers.
- Support by Teaching Assistants and teachers to implement programmes designed by Speech and Language therapists. This is normally delivered in a small group.
- Wellcomm/NELI: interventions aimed at developing the communication skills of pupils in Reception and Key Stage 1.
- Intervention groups to support the development of spoken language and support children with difficulties around social interaction – Time to Talk & Socially Speaking

- Support accessed from Speech and Language Therapy Services, Educational Psychologist and the ADHD foundation.
- Interventions such as Time to Talk and Wellcomm are aimed at providing opportunities for pupils to develop their spoken vocabulary and the confidence to use it.
- Sensory breaks have been introduced where appropriate. We aim to develop this further over the coming year.

2. Cognition and learning

- Adapted teaching styles and planned learning opportunities that meet the children's needs in each class.
- Specialist resources to enable access to the curriculum e.g. coloured overlays, pencil grips, sloping boards to write on, tablets for recording
- Targeted intervention from teachers and support staff both in and out of class – this can be small group or one to one work. Some current interventions used in school are Read, Write, Inc. intervention and Precision Teaching.
- Access advice and support for both staff and children from outreach providers including Educational Psychologist Service.
- SEND Toolkit used for assessment of BANDS (This assesses small steps of learning for children not at Age Related Expectations)

3. Social, Emotional and Mental health – this area also includes children with a diagnosis of ADHD

- The school uses 1 Decision PSHE curriculum with its focus on developing emotional intelligence and well-being. Circle Time is also used to promote the continued development of the pupils' social and emotional wellbeing. Yoga sessions are also provided in Summer term.
- The school's Pastoral Lead is also our SENDCo (Mr Davies) who is available every morning to provide pastoral interventions or to talk to parents about any issues.
- In November 2024 all members of staff attended training sessions for mental health and well-being, which involved recognising the signs and symptoms of mental health (from Sefton MHST), to be able to ask open questions, access the right support, service or self-care and build the children's resilience.
- School works closely with Sefton Mental Health Support Team and has an Education & Mental Health Practitioner (EMHP) who works within the school 1 morning per week. The EMHP supports children and families who may need early intervention to prevent issues escalating.
- School now have an on site counsellor every Friday morning to work with children who need 1:1 counselling sessions.
- Our counsellor also delivers mindfulness 6-week sessions to our classes.
- School continues to access external support services including the School Nurse team, and CAMHS (Children and Adolescents Mental Health Service) who can sign post pupils and their parents/carers to a range of support services.

4. Sensory and/or Physical Needs

- School continues to work to ensure accessibility to school in line with current legislation- please refer to the school's Accessibility Plan.
- School provides specialist resources – grab rails in toilets, ramps, pencil grips, stress toys, oral stimulators, sloping boards, fidgets, air cushions, weighted blankets, magnifiers, iPads linked to classroom whiteboards (school use only) as well as adapting and enlarging resources and information for pupils and parents if necessary.
- School can access support from the School Nurse team, Complex Needs Team & Sensory Team teachers and teaching assistants for pupils with additional needs relating to sight or hearing.
- Visits from the Physiotherapist to deliver physiotherapy on a regular basis for some pupils and to demonstrate programmes for staff to deliver. The Occupational Therapy team also visit school to train staff in the delivery of exercise/activity programmes for targeted children. School has a programme aimed at supporting children in the development of their fine motor skills.

(**Reference:** St. William of York Primary School SEND policy September 2025)

As of November 2025 we have 61 pupils on our SEND Register

We have internal processes for monitoring quality of provision and assessment of need. These include the use of tracking data and its analysis, pupil progress meetings, lesson observations, learning walks, book monitoring, monitoring of planning by the Senior Leadership Team and Curriculum Co-ordinators, questionnaires for pupils and parents.

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	Class teacher, parent/carers	Termly
SENDCo Parents Day	SENDCos, parents/carers	Termly
SEND Support Plans	Class teacher, support staff, SENDCo, parent/carers, pupils	Termly
Training sessions	Parents/carers, specialist teachers	As appropriate
SEND Provision Questionnaires	Parents	Annually
SEND coffee mornings/ drop in sessions	Parents/carers, specialist teachers, SENDCos	As appropriate in the year

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have current specific SEND expertise in our school:

Person	Area of expertise	Level of Qualification (<i>i.e. Masters, NVQ, Degree, HLTA</i>)

Mr C Davies	SEND	Bachelor Of Education Honours Degree Post Graduate Certificate of Special Educational Needs Coordination (NASENCO) Senior Mental Health Lead Training COMPLETED Currently undertaking NPQSL
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Staff also have training in the following areas:

Intervention Name	Focus	Trained Staff
Wellcomm	Developing good communication skills for pupils in Early Years (Nursery and Reception)	Mrs Lawson Mrs Smith Mrs Stalker
NELLI	Developing good communication skills for pupils in Early Years (Nursery and Reception)	Miss Gadie
ASD Training	Emotional regulation, Autism & Anxiety	All staff have accessed ASD training, TAs have also completed sensory training
Precision Teaching	Reading, spelling & maths skills	Mrs Blair Miss Kernighan Mrs Hunter All teaching staff – September 2024
Memory Matters	Supporting working memory in the classroom	Mrs Parkinson
RWInc intervention – Fresh Start, 1:1 Fast Pace Tutoring	Supporting phonics	All KS1/SK2 staff & Reception Mrs Smith (RWI Lead)

School staff attend weekly-directed time training sessions on numerous aspects of Learning and Teaching in order to improve outcomes for children. This year staff have received training focused on Maths (fluency and reasoning), English and Science across the whole school. We continue to have a strong focus on ensuring consistency of standards by moderating work across the whole school and developing an awareness of the curriculum.

Staff deployment

Considerable thought, planning and preparation goes into utilising our teachers and support staff to ensure children achieve the best outcomes, this includes gaining independence and are preparing for adulthood from the earliest possible age.

Along with teachers, support staff are based in each year group to support all children in accessing learning across the curriculum. They may also be used to focus on supporting specific groups of children within each class with a particular curriculum area, e.g. extra reading, phonics, work to develop fine motor skills or support with basic number skills. For some staff this means they may be class based for part of their time and spend the remainder delivering specific interventions. Some support staff are assigned to support individual pupils for the whole or part of each day depending upon the needs of the pupil. This year we have applied for and received High Needs Funding to contribute to the funding of this one to one provision.

At breaks & lunchtimes, identified staff help support children who find the unstructured time challenging or unsettling. They may also engage and support pupils to develop positive social interactions, organising games and encouraging children to use the strategies they learn to help them remain calm.

Finance

For any pupil requiring SEND support in St. William of York Catholic Primary School, we are required to provide effective support for their individual needs. The SEND budget is used in a variety of ways, for example, to fund the purchase of adults or additional resources; release teaching assistants to provide intervention groups or additional support for pupils in class; fund the purchase of services from external partners; release the SENDCo to complete their role and to provide staff training. "High Needs" funding may be applied for from the Local Authority for individuals who may need additional support.

A full list of our external partners who we work with can be made available upon request. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefitted our children/young people and their families in the following ways:

- Allowing children to access a range of interventions to support their learning.
- Purchase of additional Educational Psychologist appointments
- The purchase of additional resources such as individual work stations, sensory equipment
- The funding of additional teaching assistants to provide 1-1 or small group support to pupils for all or part of their school day as appropriate.
- To buy in resources to support the delivery of interventions such as speech therapy.

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is made using B Squared. This measures small steps of progress.

This year we worked with our feeder partners to support 4 children to the next phase in education.

All SEND information and safeguarding documentation is copied, hand delivered and signed for either by a named person in the secondary school or the SENDCo, this is followed up with a meeting or telephone call.

Support Services for Parents

We work closely with the following organisations and signpost parents to these support services:

Advanced Solutions www.advancesolutions.co.uk 0151 486 1788

ADHD Foundation www.adhdfoundation.org.uk 0151 237 2661

CAMHS www.freshcamhs.org 0151 293 3662

Dyslexia Action www.dyslexiaaction.org.uk 0300 303 8845

Isabella Trust www.theisabellatrust.org 0151 378 0998

YPAS www.ypas.org.uk 0151 707 1252

VENUS www.venuscharity.org 0151 474 4744

Complaints

This year we have had 0 complaints. Complaints will be dealt with using the procedures outlined in the Complaints Policy which can be found on the school's website.

What has and has not worked this year

- High quality, low cost training has been accessed (SEND Station)
 - SEND training via Sefton ASD training
 - Sefton MHST Training
 - Inclusive Teaching training by SENDCo to staff
 - Robust SEND Support plans (Provision Maps) have been introduced for all children on the SEND register
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We continue to measure the progress of our pupils against Curriculum guidance, Development Matters, Early Learning Goals or for some of our pupils whose progress needs measuring using smaller steps we use B Squared. We use standardised scoring tests annually across KS1 and KS2 to further inform our expectations of children and support our tracking

SEND Support Plans are in place across school and they are helping us to assess the progress made by individual pupils and develop effective next steps for further progress. The impact of interventions and support given to individual children is reviewed regularly so that progress can be measured effectively on completion. We continue to develop effective ways to capture pupil voice so it becomes more prominent in the target setting and evaluation process and to find further ways to encourage parents/carers to contribute more fully.

St. William of York Catholic Primary School prides itself on being inclusive in supporting children to the best of our ability and we will continue to prioritise resources and time to further develop our practice.

Further development

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

- Rigorous monitoring of SEND Support Plans and pupils work

- Learning walks/Pupil Book Study
 - Promoting the use of sensory breaks in class for targeted children and explore the use of sensory circuits
 - More support from ASD Team Sefton as we have a higher number of children with ASD.
 - Evaluation of data, pupil and parent feedback
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- Continue to develop our bank of resources for children with additional needs and make them more freely accessible to staff
 - Further develop the analysis of data by SENDCo to inform future planning of provision
 - Identify and prioritise further training needs for staff
 - Offer SENDCo “drop ins” for staff on a termly basis/SEN surgery with ICON (Inclusion Officer)
 - Offer parent workshops and coffee mornings
 - Ensure parents understand how to access documents relating to SEND in our school and the Local Offer.

In preparing this report, we have included staff, parents, children, and young people through discussion and sharing information.

Relevant school policies underpinning this SEND Information Report include:

- SEND Policy
- Assessment Policy
- Curriculum Policy
- Parental Complaints Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014 including the guidance from the SEND Code of Practice: 0-25 years
- Equality Act 2010
- Special Educational Needs and Disabilities Code of Practice January 2015