



SEN Information Report

September 2026 (reporting on the year 2025-2026)

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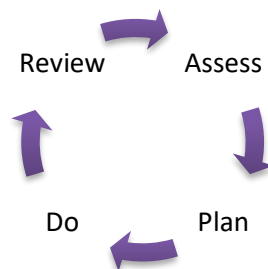
Local Offer Contribution: Click on the Early Help Directory at www.liverpool.gov.uk to view our school's Local Offer.

Our Approach as a School:

At St. Paschal Baylon Catholic Primary School, we welcome all children and believe every individual deserves to be valued and respected. We are passionate about ensuring every child has access to a broad and balanced curriculum. High quality teaching and additional interventions for children with additional needs 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 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.

When supporting children with SEND, the school adheres to the statutory guidance set out in the SEND Code of Practice (2014)

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. Teachers take the time to get to know individual pupils, what they like and dislike, their areas of strength and areas they need support with. All of this information is included in an

Individual Pupil Profile and Learning Plan which is produced by the teacher in collaboration with the child and his/her parents / carers.

Assess: Class teachers are constantly assessing children informally throughout the academic year and formally assess them at least half termly. Pupil progress data is analysed by both the class teacher and the Assessment Leader. Pupil progress data is shared with the Senior Leadership team which includes the SENCO on a termly basis. Any pupils who are not making expected progress, are identified and class teachers plan provision to enable those children to make progress.

Where children have significant additional needs or require a highly individualised curriculum, progress is assessed through the use of PIVATs which are a method of measuring small steps of progress within a given level. All staff have received training on how to accurately use this assessment method. When children are assessed using PIVATs, the information is always shared with the child, parents and outside agencies where applicable.

Plan: Class teachers are responsible for identifying the next steps in children's learning and for planning differentiated lessons, activities and intervention to support children in making progress. They are also responsible for ensuring that they deliver appropriate provision in their classroom environment (such as visual aids, practical apparatus, appropriate seating arrangements etc) to support children with additional needs to access the curriculum. Children on the SEND register also have an Individual Learning Plan with specific targets for children to achieve as well as planned methods for the children to meet those targets. Parents are always invited to attend termly Individual Learning Plan review meetings and discuss targets with the teacher. Where age and ability appropriate, the child is also included in the discussion about their learning targets. The voice of the child is important and the teacher always takes the time to talk with the child about their strengths, interests, difficulties and what helps them to learn.

Do: Class teachers are responsible for ensuring that the planned lessons, activities and/or interventions are carried out. Class teachers ensure that all pupils receive quality teaching and small group/ individual support where necessary from themselves within lessons. There may be times when targeted support is provided by other members of staff such as a teaching assistant or another teacher. The class teacher works closely with other adults who work with children in their class, over-seeing provision and discussing progress and next steps with them.

Review: The class teacher reviews the child's progress against the targets set. Parents / Carers and the child are included in a review of the Learning Plan. New targets are then set and the assess, plan, do, review cycle continues.

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

SEND Needs:

Children and young people's Special Educational Needs and/or disabilities are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Details of provision: This area of SEND includes children with social communication difficulties such as autism. It also includes children with speech difficulties as well as those with receptive or expressive language difficulties.

The school works closely with speech and language therapists where they are involved with individual pupils and carries out work and support activities recommended by the SALT with individual pupils.

As a whole school, we focus on building in curriculum time to allow for discussion and speech, language and communication skills development, ensuring lessons involve time for children to take part in paired, group and whole class discussion. In the Early Years, teachers build in time for speech and communication work on a daily basis using high quality interactions with children and activities such as Talk through Stories. The whole school shares an approach to teaching that involves the teaching and development of oral vocabulary. The development of speaking and listening skills is incorporated into daily lessons and the use of paired and group discussion work is often used. A member of our school staff has been trained on the use of the Wellcomm Toolkit which assesses and supports children's language development in the Early Years. This training has been shared with all EYFS staff to allow early assessment and support of children's early language skills to take place in the Reception Year and, where necessary, through into Year 1 and beyond.

The school also provides small group support based around the development of social communication and interaction skills. These are *Time to Talk* for EYFS and Key Stage 1 and *Socially Speaking* for Key Stage 2. Children with social communication difficulties are also supported through work from trained staff using Social Stories and Comic Strip Conversations using visuals to support communication. All teaching staff have received training on working with children with autism. Visual Widgit timetables are used in every classroom in the school and, where appropriate, individual visual supports are used for pupils with autism or other communication needs. This can include Now and Next Boards, Choice boards, communication boards and emotions boards.

The school also has key members of staff trained to deliver Lego Therapy which is social communication development therapy based around the building of Lego projects which helps to develop children's communication, co-operation and turn taking skills.

Key staff are also trained in early language development through ELKLAN and have an understanding of the Blank Level Language Development Scheme which can be incorporated into daily planning to develop children's expressive and receptive language skills. Several of our teaching assistants have also completed additional training in supporting children with speech, language and communication difficulties.

2. Cognition and learning

Details of provision: This is a broad area of SEND and includes some specific learning difficulties such as dyslexia, dyscalculia and DCD (also known as dyspraxia). Moderate learning difficulties (usually diagnosed by an Educational Psychologist) also fall into this category along with aspects of global developmental delay (usually diagnosed by a Paediatrician). All of our teachers use a range of adaptive strategies in their teaching to ensure that children with these difficulties can participate and engage in lessons alongside their peers.

The school also offers a variety of individual or small group support within appropriately differentiated high quality lessons. Some examples of the provision offered by our school are:

- Regular Reading Support (1:1)
- Toe by Toe (1:1 reading programme for children with a dyslexic type need)
- Small group targeted guided reading sessions
- Small group/ 1:1 phonics support following the RWI scheme.
- Small group spelling support (including the use of multi-sensory techniques)
- Basic Skills small group Maths Support
- Precision teaching (1:1 or small group)
- Writing Intervention Groups (including the use of visuals, writing frames and spelling/punctuation supports)
- Fresh Start (Writing and reading programme for upper KS2)

The school is committed to supporting pupils with dyslexia through a whole school approach, ensuring that adaptations are made to the teaching methods and classroom environment to ensure that children with dyslexia can access support independently without the need to constantly ask for individual support. This includes the use of coloured ink or font on boards, the use of buff paper for worksheets, the use of coloured overlays where they are helpful to support reading and where a child has had a visual stress test carried out by a qualified practitioner which recommends the use of a specific overlay. Teachers also use visual supports such as word banks and visual supports in lessons. Writing frames and structured planning sheets for writing are also used. Older children in Upper Key Stage 2 also have access to electronic spell checkers.

Where a child is struggling with their learning or to make progress in their learning and the school has followed the graduated approach of SEND support, it may be appropriate for the school to refer to the Educational Psychologist for a cognitive assessment or an observation of the pupil in class. An Educational Psychologist is qualified to assess for certain specific learning difficulties or generalised learning difficulties and also offer advice on the best way to support these pupils in school. This is a traded service and comes at a cost to the school in line with a service level agreement. Therefore, the number of sessions per year is limited to a set number and the SENCO has to operate a triage system to prioritise level of need and when children can be seen. Parents/ carers are always consulted before a child is seen and assessed by the Educational Psychologist.

The school also has support from SENISS. A specialist teacher from SENISS can support with assessing, observing and advising on support strategies for individual children who have SEND. They can also provide training and advice for staff in terms of support methods for children. Support from SENISS comes via a referral from the SENCO and requires parental consent. SENISS time is allocated to schools externally and is assigned following a triage meeting between the allocated SENISS practitioner and the SENCO according to the level of need and consequently there is often a waiting list for this support.

3. Social, Emotional and Mental Health

Details of provision: This area of SEND includes ADHD, ADD, anxiety, attachment disorder and other forms of emotional and mental health difficulties. The school provides a supportive and caring ethos and aims to support children's social, emotional and mental health through fostering a safe and secure environment. Staff have been trained in Liverpool's ROAR response

to child and adolescent mental health and this approach underpins our whole school approach to mental health. We also follow a carefully designed and planned PSHE curriculum which supports children with understanding and looking after their mental health and emotional well-being. Children are encouraged to talk about their feelings and are supported with strategies to help them recognise and deal with their emotions. The school places emphasis on helping children to develop resilience. The school also uses the Zones of Regulation programme to support children from EYFS up to Year 6 with recognising and identifying their emotions and developing ways to help regulate them.

The school also offers nurture groups run by a trained Learning Mentor. These offer children the opportunity to talk about their worries, concerns, feelings and to be supported by a designated safe adult. The Learning Mentor also offers 1:1 Nurture and support sessions and is trained to support pupils who have experienced bereavement, trauma, parental separation or have attachment difficulties. The school has created a Nurture Space which is a safe, comfortable place within school where children can go to talk about their feelings with the Learning Mentor and receive emotional support.

The school also offers *Social Stories* and/or *Comic Strip Conversations* for those children who need support with understanding social situations.

The school has staff who have been on training around recognising the symptoms of anxiety and supporting pupils with anxiety or emotional difficulties. Key staff have also been trained in supporting children who are experiencing anger. The whole school staff have had full training on understanding and supporting children with Attachment Disorder or who have experienced early trauma.

The school offers relaxation and mindful techniques in classes as part of our ROAR programme and helps children to develop independence in recognising and managing feelings of worry or anger.

The school is part of Liverpool's Whole School Approach to Mental health and liaises regularly with our allocated Educational Mental Health Practitioner who is part of Liverpool's Mental Health Support Team (MHST). She is available for individual and family based support with the early stages of anxiety or negative thinking. She also offers parent courses and workshops and supports the school to deliver group and whole class sessions around promoting and maintaining our own positive mental health. This year, our Year 6 children attended virtual workshops with the Mental Health Support Team on anxiety around transition to secondary school. Our EMHP has also supported individual families with specific needs, providing training and support for parents and signposted them to further support agencies.

The school works with the Beautiful New Beginnings Service to support individual or small groups of children with their emotional literacy based on the Seasons programme. This service is based on need assessed by the school and in consultation with parents/carers). Children receive counselling, play therapy or art therapy from the trained BNB practitioner allocated to our school. This service offers at least 6 1:1 sessions to each individual child which take place once a week in school. Two children can be seen each week. Due to the nature of this support, there is a waiting list and children are supported by our Learning Mentor, if appropriate, whilst they are waiting to access this level of support.

Where a pupil has ADHD, support is put in place to ensure that the child is given the best possible opportunities to focus and learn. This includes ensuring that the child is sat in a place near the front of the class, where possible, away from distractions. Movement breaks are used throughout lessons to allow the pupil some time for movement and then to re-focus. Tasks are

'chunked' into smaller more manageable steps and visuals are used to allow the child to check back on what their instructions are.

4. Sensory and/or physical needs

Details of provision: This area includes children with hearing or visual impairments along with some physical disabilities as well as physical conditions such as hypermobility. The school works closely with health professionals and advisors from the Sensory Service to support any individual children with physical disabilities or visual/auditory impairments. All reasonable adaptations are made to the school environment to ensure that children with physical disabilities or sensory impairments are included and can continue to learn and develop safely.

The school provides activities to support children's fine and gross motor development throughout their school life. All staff have access to materials and activities which develop fine motor skills. Our EYFS teaching team provide a 'funky fingers' fine motor skills development programme and develop gross motor skills through an array of physical development activities. Our handwriting scheme includes daily exercises that support fine motor development. All staff are aware of the need for cross-lateral exercises and can deliver short bursts of gross motor exercises throughout the day.

Where individual children with more significant physical needs are being supported by an Occupational Therapist or physiotherapist, the school works with the allocated professionals to ensure time is spent on delivering any motor skills development programmes set.

Sensory Processing Difficulties / Sensory Processing Disorder

This is an area that is often, but not exclusively, associated with Autism where some children face challenges with processing sensory information, particularly in the areas of touch (tactile), proprioception (using our muscles to understand where our body is in space) and vestibular (the sense of how our body works and moves against gravity). Some children need regular vestibular, proprioceptive or tactile activities to help them regulate themselves and feel ready to focus and learn. This is sometimes referred to as a sensory diet.

The school offers daily sensory circuits to those children who need it, delivered in small groups or on a 1:1 basis by a trained member of staff and children with sensory processing needs are also offered regular, shorter movement breaks such as giving out books etc. The school provides sensory (or 'wobble') cushions for those children who need them during longer periods of sitting in lessons. We also provide weighted lap belts or blankets for those children who benefit from them.

The school has staff who have been trained by occupational therapists and physiotherapists in the provision of support for individual children with particular sensory needs, allowing pupils time to access the sensory feedback they require through the use of equipment such as a trampoline, peanut ball etc. As these children progress through the school, we encourage them to develop their independence and begin to recognise their sensory needs using a Sensory Ladder and identify which sensory input activities work best for them.

The SEND Code of Practice states that there are two levels of SEND support in schools; SEN Support and Education, Health and Care Plan (EHCP). Most children with additional needs will be supported through SEN support and a few children will have significant and complex needs which require a high level of additional support and will have an EHCP.

As of September 2026 we have 69 children receiving some form of SEND Support. These 69 are divided amongst the four broad areas of needs as follows (based on Primary Need):

Cognition and Learning: 21.74%

Communication and Interaction (including ASD): 49.28%

Sensory and/or Physical Need: 4.35%

Social, Emotional and Mental Health (including ADHD): 24.64%

Of these 69 children, 11 children have an EHCP and the remaining 58 children are at SEN Support level, with 1 application for an EHCP due to go ahead in the Autumn term.

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks by the SENCO, Assistant SENCO and SEND governor, termly monitoring of intervention programmes, termly monitoring of progress data, termly review sessions of Individual Learning Plans and Pupil Profiles and Annual Reviews of Education Health and Care Plans.

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue about their child's learning, progress and development is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Individual Pupil Profile and Learning Plan planning and review meetings.	Class teacher, parents, child (where age and ability appropriate)	At least termly.
Parent/ Teacher Consultation sessions.	Class teacher, Parents	Autumn Term and Spring Term.
Transition Meetings	Previous and new class teachers, SENCO and parents of specific children who require support with transition (usually those with an EHCP)	End of Summer term.
EHCP Review meetings.(where applicable)	All agencies involved with child with an EHCP, parents, Child (where appropriate), class teacher, SENCO.	Annually – dependent on when EHCP was issued.
Meetings with Outside Agencies e.g. Educational Psychologist, SENISS, SLT.	Professional from Outside Agency, SENCO, Parents, Class Teacher	As and when required.

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. Our SEND Team comprises of: Miss Kavanagh (SENCO) and Miss Wilson (Assistant SENCO). We have current expertise in our school:

Initials of person	Area of expertise	Level of Qualification (<i>i.e. Masters, NVQ, Degree, HLTA</i>)
LK	SEND	National SENCO Award. Strategic Mental Health Lead Attachment Training OT training on Sensory processing, delivery of sensory circuits ELKLAN – Early Language Builders trained
LW	SEND	Masters Degree in SEND ELKLAN – Early Language Builders trained, OT training on Sensory processing, delivery of sensory circuits
KM	Pastoral support and mental health, Socially Speaking programme, Time to Talk programme, comic strip conversations & social stories	HLTA – Learning Mentor (inc. bereavement training) Senior Mental Health Lead Attachment Training
JA, JJ, HW, MH, ST	Sensory Processing Social communication	OT trained on delivery of sensory breaks and supporting children with sensory processing difficulties
JA, JJ	Lego Therapy	Lego therapy training from Educational Psychologist
JJ, ST, KC, HM, MH	Speech and Language Social Communication	Accredited online training as speech and language therapy assistant. Blank levels training Intensive Interaction training Bucket Therapy training
HM	Emotional and Mental Health	Attachment Training
JA, ST, LW, HM, JJ, LK	Speech and Language Social Communication	Gestalt Language Processing Training
All Teaching Assistants	Social Communication	Attention Autism training delivered by SENISS

All staff (teachers and teaching assistants) have received training on working with children with SEND including whole staff training from accredited external professionals on how to support children with neuro-diverse conditions including ASD, ADHD, dyslexia, developmental co-

ordination disorder and dyscalculia. We work closely with SENISS to ensure our training is up to date and to ensure we have professional advice and support as and when it is required. Each year, we assess the needs of our cohort of children and identify any relevant training that may be needed.

In the academic year 2025-26 individual / groups of staff attended training on:

- Zones of Regulation Training delivered by SENISS
- Emotional Coaching Training
- Autism and ADHD friendly classrooms-SENISS (LK and LW)
- Partnership with SEND Specialist Settings (LK and LW)
- Attention Autism training (TAs and LK)
- Speech and Language training (AD, KR, LW)

When training is attended by key individual staff members it is, where appropriate, disseminated to the whole staff or to identified groups of staff to be put into practice throughout the school. In addition to this, the SENCO attends termly Local Authority SEND briefings and feeds back the latest updates to all staff.

Training for the year 2026-27 is planned as follows:

- Sensory processing and sensory circuits (All staff)
- Lego Therapy (Key staff)
- Supporting dyslexia and dyscalculia (Teaching Staff)
- Zones of Regulation training (All staff)
- Graduated Approach refresher training (Teaching staff)

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence so that they are prepared for the next phase of their education and for adulthood. Support staff are deployed according to where their own skill set can be employed to best effect and where there are areas of greatest pupil need. The best support for children with additional needs is not always in the form of constant 1:1 adult support but can take the form of short bursts of highly effective support from a member of staff with the best skill set to suit particular needs. Where a child with a high level of need does require 1:1 support, the Headteacher and the Deputy Headteacher/ SENCO make the decision as to how this support will be provided based on the needs of the child, the needs of other children with high needs across the school, the skill set of the individual staff members and the funding available to provide the support. The support is not always provided by one person but by a variety of adults with the skill level and training required. Children with high needs who require 1:1 support do not necessarily keep the same person as their 1:1 support assistant throughout their time in the school as this can lead to over reliance on one person and,

as the child's needs change or other children's needs change across the school, that person may be more effective supporting other children in other year groups. Any staff changes and staff recruitment decisions always have to be approved by the governing body.

Finance

Our notional SEN Budget is based on authority guidelines of £6000 per pupil on the SEND register and the money has been spent on the allocation of staff and resources according to where the highest level of need is. Staff are allocated according to their skill set and areas of expertise.

Where individual pupils with significant additional needs require more than £6000 per annum spent on them in order to meet their needs, the SENCO (in consultation with the Headteacher and parents/carers) applies to the Local Authority for Top Up Funding which is needs assessed and requires the submission of a quantity of evidence outlining the level of need and an individual costed provision map. Pupils are then banded according to the judgement of their level of need. The amount of funding allocated is dependent on the Band the pupil is placed into. Children with an EHCP, have their funding needs assessed by the Local Authority who allocate an amount of funding to contribute towards the cost of the support the child needs as outlined in their EHCP. In the Year 2025-26, 10 children with an EHCP were in receipt of additional funding. All of these pupils require a considerable level of additional staffing in the form of 1:1 support for medical needs or health and safety needs.

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

Our approach for welcoming new children with SEND includes visiting their previous setting (where appropriate) and discussing individual children's needs with the SENCO or other relevant staff at the setting. We welcome transitional visits to our school and are happy to meet with parents. The SENCO also works with the EYFS team to meet with Nursery staff and find out all relevant information about any children with SEND who will be joining our Reception classes in the new academic year so that provision can be made to enable children to have as smooth a transition as possible into school. The SENCO is also present at the meeting for New Parents in the Summer term and is available for new parents to speak to and ask any questions. In the Year 2025-26, the SENCO liaised with the previous nursery settings and parents of 5 pupils with additional needs prior to their entry into our Reception classes.

Our approach to supporting children to make the transition into the next stage of their education includes helping pupils and families to arrange visits to their new school and working with pupils to understand what their new school will be like. Designated staff from our feeder schools visit our school to meet the children. We welcome visits from members of staff from other settings to come and meet our children in the familiar surroundings of our setting.

The SENCO also attends the Local Authority Transition Forum where she meets the SENCOs of the feeder schools and hands over information regarding transferring pupils, including reports from outside agencies. This helps the feeder schools to have an understanding of the individual pupil's needs and make any necessary changes or provision to make the transition smoother for the pupil. We closely monitor children and young people's destination data.

At the end of the academic year 2025-26, we supported 13 children with SEND complete the transition to the next phase in education.

Information relating to the Coronavirus Pandemic and School Closure

In the event of any future long-term school closures such as the ones which took place during the Covid-19 Pandemic, the school will ensure that all children with SEND have access to appropriate and differentiated home learning, including regular phone or online contact from their class teacher and weekly contact from the SENCO. In the event of school's being allowed to open for certain pupils, children with an EHCP or a special educational need will be offered places in school where it is safe for the child to be allowed to mix in the school environment (based on medical advice).

What has worked this year

For our school this has included

- The effective use of Pupil Profiles and Individual Learning Plans in showing a record of pupil's progress and achievement and in contributing to planning next steps for learning.
- Working in partnership with parents and families
- Beginning a new Partnership with Beautiful New Beginnings
- Whole staff training on Zones of Regulation and Emotion Coaching
- Nurture groups and 1:1 nurture support from trained Learning Mentor
- The use of a designated Nurture space in school
- Training for staff on adaptive teaching and the successful implementation of this in classrooms
- The use of sensory circuits to help regulate children
- Gestalt language processing training for key staff
- Training on Attention Autism Sessions

Further development

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

- Continued development of the role of Assistant SENCO to support the SENCO and ensure all children with SEND receive the support they need.
- Continue to ensure SEN children have access to a relevant curriculum that meets their needs and prepares them for the next phase of their education and for adulthood.

- Continue to develop the support of children's emotional development and wellbeing
- Train key staff on Lego Therapy

Relevant school policies underpinning this SEN Information Report include: (these can be found on the school website)

- SEND Policy
- Positive Relationships and Well-Being (Behaviour) policy and Anti-Bullying Policy
- Teaching and Learning Policy
- Accessibility Plan
- Mental Health and Well-being Policy
- Equality objectives

Legislative Acts taken into account when compiling this report include:

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

Date presented to/approved by Governing Body: September 2026