



## **Special Educational Needs Information Report 2025 to 2026**

**Date renewed: September 2025**

**Review date: September 2026**

At St Gregory's, we are an inclusive community where every child is recognised as unique, valued and created by God with their own gifts and talents. We are committed to celebrating these strengths and ensuring that all pupils — with or without SEND — have equitable access to the full curriculum and wider school life.

We work hard to identify individual needs early and make reasonable adjustments to our teaching and provision so that every child can participate fully and achieve their best. Our nurturing environment aims to help all pupils thrive academically, socially and emotionally, regardless of the challenges they may face.

This SEND Information Report outlines how we identify, support and review pupils with Special Educational Needs and Disabilities, and explains the steps we take to ensure every child is given the opportunities they need to succeed.

We want every child to succeed, and we work towards this by identifying and removing any barriers to learning while providing high-quality, inclusive teaching.

This SEND Information Report explains how we identify children's educational and behavioural needs and outlines the provision and support we offer for pupils with special educational needs. Additional details about our approach can be found in our SEND Policy.

SENDCO: Mrs. Linda Thompson

Contact Details:

SEND Governor: Ms. Julia Spofforth

Contact Details:

A child is considered to have SEND when they have learning, communication, emotional or physical needs that mean they require extra support — or support that is different from the usual classroom offer — to help them learn successfully.

Children and young people's SEND are usually grouped into four broad areas of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health (SEMH)**
- **Physical and Sensory**

At our school, we support pupils across all four of these areas. Our staff team is experienced in working with children who may need help with communicating and understanding language, who learn at a different pace, who require support with their emotional wellbeing, or who have physical or sensory barriers to accessing learning.

We work closely with a range of external professionals from education, health and social care to ensure that children receive the most appropriate support. A variety of evidence-based interventions are used to help pupils make progress and feel confident in their learning.

### **How do we identify SEND?**

Early identification is key to ensuring pupils receive the right support as soon as possible. At St Gregory's, we closely monitor all children so that we can quickly recognise when additional help may be needed.

We identify potential needs through:

- Daily classroom assessments and observations
- Termly assessments and pupil progress meetings
- Discussions with parents and carers
- Pupil voice and children sharing their own worries or difficulties
- Information from nurseries, health visitors and other professionals
- Standardised assessments (e.g., reading, spelling or speech and language tools)

If a concern is raised, the class teacher and SENDCO work together — alongside parents — to determine the most appropriate next steps. We follow a graduated approach, which ensures support becomes more targeted if difficulties persist.

#### **Stage 1: Universal Support**

The first step is always high-quality, inclusive classroom teaching. Teachers make adaptations to lessons, resources or routines to remove barriers to learning.

#### **Stage 2: Targeted School-Based Support**

If progress continues to be slower than expected, the class teacher shares concerns with the SENDCO. Targeted small-group or individual interventions may be introduced,

and screening tools may be used to explore needs further. Progress is reviewed regularly.

### **Stage 3: Specialist Support**

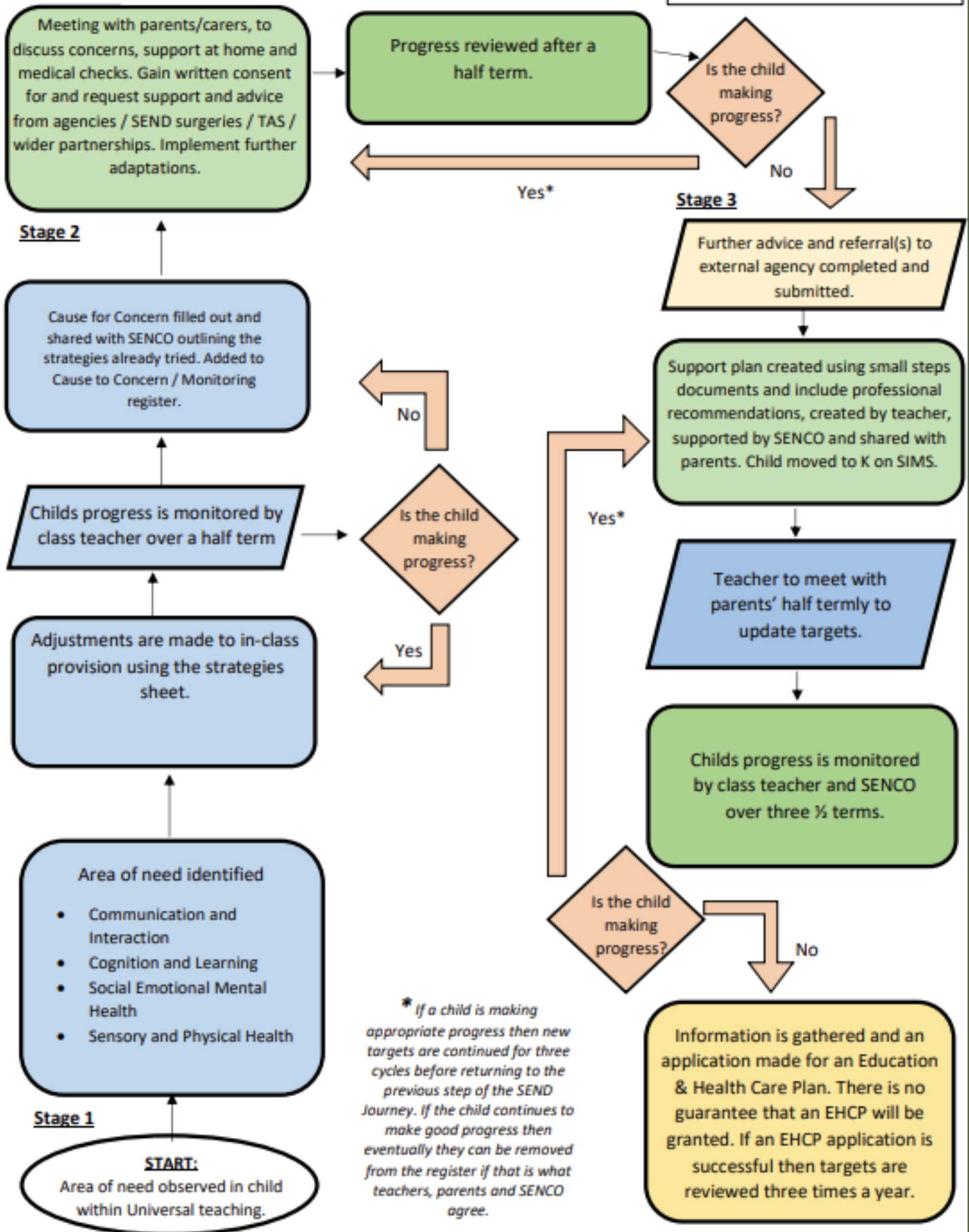
If a pupil is still not meeting expected progress despite adaptations and interventions, further support may be required. With parental agreement, referrals to external specialists (such as educational psychology or health services) may be made. Pupils and families are fully involved in this process.



## SEND Journey

### Key:

Teacher		
SENCO		
Teacher & SENCO		



## **What support do we offer?**

At St Gregory's, the support we provide is carefully matched to each child's individual needs. We start with Quality First Teaching, which means that all children receive high-quality, inclusive classroom teaching every day. Teachers adapt tasks, use visual supports, offer clear scaffolding, and pre-teach important vocabulary to help pupils access learning successfully. Some children may also receive additional small-group or one-to-one adult support within lessons or use specific technology that enables them to participate more confidently.

For children who need more targeted help, we offer a range of school-based interventions. These may include phonics and early reading programmes, precision teaching in maths, speech and language activities, or small-group sessions designed to develop social skills, such as Lego Therapy. These interventions are evidence-based and regularly reviewed to ensure they are having a positive impact.

When a child requires more specialist input, we work closely with a range of external professionals. This may involve support or assessment from our Inclusion Consultants, an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, or the School Nurse. We may also work alongside Early Help services or specialist teachers with expertise in areas such as communication and interaction, literacy needs, or sensory impairments. These partnerships allow us to gain a deeper understanding of a child's needs and to put the most appropriate support in place.

## **How do we assess progress and evaluate the effectiveness of our SEND provision?**

We regularly review the support we provide to ensure that it is helping pupils make good progress. This involves looking closely at how well interventions and classroom strategies are working and making changes where needed. Evidence is gathered in a variety of ways — such as pupil voice, learning walks, and looking at children's work — to help the SENDCo and Leadership Team understand the daily impact of provision and the quality of teaching and learning across the school.

All pupils on the SEND register have an individual Support Plan and/or a One Page Profile with clear, personalised targets. These targets are reviewed termly in partnership with parents, pupils and class teachers. Teachers also monitor progress continuously through day-to-day assessments, observations and formal assessment data. This information helps us identify what is going well and where further adjustments may be needed.

We follow the Assess–Plan–Do–Review cycle, which means support is continually evaluated and refined. By reviewing each child's learning journey throughout the year, we can moderate the impact of our teaching, interventions and strategies, ensuring that children with SEND receive the most effective support possible.

## **How do we involve pupils and parents?**

At St Gregory's, we believe that children make the best progress when school and home

work closely together. We greatly value the voices of our parents and carers, recognising that they know their child best and hold vital insight into their strengths, needs and experiences. For this reason, parents are involved at every stage of the SEND process, from the earliest discussions to the review of support and progress.

Pupils are also central in shaping their own support. Their views help us to set meaningful targets, and many children contribute to an “All About Me” profile, where they can express their interests, worries and what helps them to learn. Termly SEND review meetings provide an opportunity for parents, teachers and the SENDCo to meet, reflect on progress and agree next steps in partnership.

We remain committed to open communication throughout the year, and parents are encouraged to contact the SENDCo at any time should they have questions or wish to discuss their child’s needs further.

### **How do we ensure staff are trained and skilled?**

At St Gregory’s, we are deeply committed to developing the expertise of our staff so that all children receive the highest-quality support. Our approach to professional development is ongoing and carefully planned, ensuring that teachers and support staff have the skills, knowledge and confidence to meet a wide range of needs across the school.

Staff engage in regular training at both local authority level and within school. Many members of the team have completed CPD focused on strengthening our Universal, Targeted and SEND provision. This includes training in trauma-informed practice, autism awareness and communication approaches delivered by the Sefton SENISS Social Communication Team, and dyslexia-friendly strategies supported by our school Inclusion Consultant. Early Years practitioners have accessed specialist SEND training, as well as in-house sessions on Bucket Therapy and Intensive Interaction to further develop communication and engagement strategies. Staff have also received Sensory Circuits training from Alder Hey Occupational Therapy Service, supporting pupils with sensory and physical needs.

We are proud that two members of staff are currently undertaking SPLD (Specific Learning Difficulties) Champion training through Sefton, further strengthening our in-school expertise. In addition, one member of staff is working towards the National SENCO Award, ensuring leadership of SEND continues to be informed by the most up-to-date research and practice.

The SENDCo regularly attends local authority network meetings to share good practice, seek advice and stay informed about new developments. We also access additional specialist guidance where needed, either through Sefton SENISS or independent professionals. Termly “Team Around the School” (TAS) meetings bring together senior leaders, Inclusion Consultants, Educational Psychologists and the School Nurse to offer coordinated advice and support.

Our commitment to high-quality provision is further strengthened through weekly sessions

with a Speech and Language Therapist, who works closely with the SENDCO and staff to identify needs early and deliver effective support for pupils and their families.

### **How do we make the curriculum accessible?**

At St Gregory's, we are committed to giving every child the opportunity to flourish and achieve their full potential. Inclusion is at the heart of our approach, and we work hard to ensure that all children — including those with SEND — are able to take part in learning and wider school life alongside their peers.

We use a wide range of strategies to remove barriers to learning. Lessons are carefully planned so that tasks can be adapted and differentiated to meet individual needs. Teachers provide visual timetables, step-by-step instructions and clear scaffolds to support understanding. Many pupils benefit from practical resources such as pencil grips, wobble cushions, ear defenders or scheduled sensory breaks, and adapted reading materials or enlarged print are used where needed. Assistive technology is also available to help children access learning more independently. Where adult support is required, it is thoughtfully planned to promote pupil confidence, engagement and progress.

We regularly review any barriers to learning or participation and work in partnership with parents, pupils and external agencies to agree reasonable adjustments. We are committed to ensuring that children with SEND are fully included in all aspects of school life and that no child experiences direct or indirect discrimination. This commitment is reflected in our SEND Policy and Accessibility Plan.

We aim for all pupils to take part in school trips, visits and residential activities. When planning off-site experiences, we consult with parents to identify any adjustments that may be needed and carry out detailed risk assessments to ensure the safety of all. In the rare event that a particular activity cannot safely meet a child's needs, we will provide an alternative experience that covers the same learning objectives.

We also work continuously to develop both the physical environment and the learning environment of the school. Our building is fully on one level, with accessible entrances, ramps and handrails where needed. There is an accessible toilet by the main entrance. Classrooms are arranged using dyslexia-friendly approaches, and further adaptations are made in consultation with families and external professionals to ensure the school environment remains as inclusive and accessible as possible.

### **How do we support transitions?**

At St Gregory's, we understand that transitions — whether moving into our school, changing year groups or preparing for secondary school — can be an anxious time for some children and their families. We plan carefully to make these changes as smooth, positive and reassuring as possible.

## **New starters**

Most of our Reception children join us from our school Nursery and are already familiar with staff, routines and the environment. For children coming from other early years settings, the Reception Teacher arranges meetings with previous providers to discuss each child's needs and strengths. Our Deputy Headteacher also attends the Sefton Transition events during the summer term and visits the child in their setting to gather further information.

Paperwork is shared in a consistent format to ensure continuity, and parents are invited to transition meetings and visits so they can meet staff, ask questions and explore the setting with their child. Where a child has more complex needs, we arrange additional meetings, relevant training and risk assessments to ensure the right support is in place from the very beginning.

## **Transitions within school**

As children move through year groups, we work hard to ensure continuity and consistency. Current class teachers meet with future class teachers to share detailed information about each child, including their learning style, progress and any SEND support in place. Pupil profiles are updated annually, and many children benefit from extra visits to their new classroom to help them become familiar with the environment.

If a child has more complex needs, the SENDCO may attend these meetings, and parents are warmly encouraged to be part of the transition process so that everybody is working together in the child's best interests.

## **Transition to a new school or setting**

When a pupil moves to another school, we ensure that all relevant information — including SEND documentation, support plans and reports — is passed on promptly. For children with more significant needs, we arrange meetings with the receiving school and external agencies to support a smooth handover and ensure continuity of provision.

## **Transition from KS2 to KS3**

We have strong partnerships with our local secondary schools and work closely with them to support a successful move to Year 7. During the spring term, the SENDCO, Senior Leadership Team and our Inclusion Consultant meet to discuss pupils who may require additional transition support. Later in the term, the SENDCO attends a borough-wide transition forum with secondary SENDCOs to share information, discuss needs and plan Enhanced Transition packages where appropriate.

Secondary staff also visit St Gregory's to meet with Year 6 teachers and pupils, helping children to become familiar with key adults before they move. For pupils with SEND, additional personalised visits may be arranged to help them build confidence and reduce anxiety. All children visit their new school for at least one full transition day as part of the authority-wide programme.

## **How do we support wellbeing and mental health?**

At St Gregory's, we recognise that children's emotional wellbeing is central to their ability to learn, form relationships and flourish. We nurture the social, emotional and mental health (SEMH) of all pupils, while also acknowledging that some children may require additional, more specialised support. SEMH needs can present in many ways, including anxiety, difficulties regulating emotions, behavioural challenges or struggles with communication, and we respond to each child with understanding and care.

Our whole-school approach to wellbeing is woven through our *Fullness of Life* curriculum, which brings together a broad PSHE offer. This includes programmes such as MyHappyMind, A Journey in Love, Steps to Success, Social Signature, No Outsiders and the Zones of Regulation. These approaches help children develop confidence, emotional awareness, resilience, empathy, positive relationships and strategies for managing worries or conflict. Daily wellbeing check-ins, calm spaces within classrooms, worry boxes and opportunities to talk with trusted adults further support this nurturing environment.

Where pupils require a more personalised approach, we offer a range of targeted and specialist interventions. These may include CBT-based anxiety and anger programmes, Lego Therapy, Play Therapy, Draw On Your Emotions activities, counselling, and ELSA-style sessions delivered by trained staff. Sensory and relaxation activities — such as mindfulness routines and Alpha Calm in EYFS — are embedded where needed to help pupils regulate and feel ready to learn. Some children benefit from additional small-group or 1:1 support during playtimes and lunchtimes to develop social interaction skills or to support their personal safety; we strive to provide this wherever it is required.

Our Behaviour Policy reflects our inclusive ethos and allows for reasonable adaptations to support children with SEMH needs. Pupils are encouraged to self-regulate through the use of sensory breaks, quiet time, calm corners and time-out spaces, which are available in every classroom. Behaviour plans are created in close partnership with families so that the strategies used at school are consistent, personalised and supportive.

When needed, we may also refer children to external services such as CAMHS, School Nurse teams, counselling services or specialist therapists to ensure that families receive the most appropriate help.

## **What additional support for learning is available for pupils with SEND?**

Our school budget includes a dedicated allocation for supporting pupils with special educational needs, and the Governing Body ensures that these resources are used effectively to meet the objectives set out in our SEND Policy. Funding is used to provide a range of support, including staffing, interventions, training and resources that help pupils with SEND access learning successfully.

As part of our graduated approach, we continually assess the level of support a child requires.

For pupils with the most significant or complex needs, the school or parents may request an **Education, Health and Care Plan (EHCP)**. This assessment considers whether a child needs additional provision beyond what the school can ordinarily offer. If an EHCP is agreed, it sets out the support a pupil must receive, and an annual review meeting is held with school staff, parents and relevant external agencies to evaluate progress and ensure the plan remains appropriate.

### **High Needs Funding**

The High Needs Funding system is currently under review by the Local Authority. However, at present, schools can apply for additional funding in certain situations. This may include support for a pupil who has recently joined the school with significant needs requiring high levels of provision, or funding to support key transition points such as the move from Nursery to Reception or from Primary to Secondary school.

In all cases, the school must demonstrate that it has made effective use of the resources already available, and that additional funding or an EHCP is required to ensure the pupil can access the right level of support.

### **Supporting Pupils with Medical Conditions**

At St Gregory's Catholic Primary School, we recognise that pupils with medical conditions must be properly supported so that they can access all aspects of school life, including the full curriculum, school trips, residential visits and physical education. We are committed to ensuring that no child is excluded or disadvantaged because of a medical need.

Some pupils with medical conditions may also be considered disabled under the Equality Act (2010). When this is the case, we will make reasonable adjustments to ensure they can participate fully, and we will meet all our duties under the Act. In addition, some children with medical needs may also have special educational needs and could require an Education, Health and Care Plan (EHCP), which brings together their health, social care and educational needs in line with the SEND Code of Practice (2014).

### **Individual Healthcare Plans (IHPs)**

Any child who requires medication or ongoing medical support in school will have an Individual Healthcare Plan, developed in partnership with parents/carers, the school and relevant healthcare professionals (such as the School Nurse, GP or specialist clinicians). The IHP clearly outlines:

- the child's medical condition
- symptoms or triggers
- medication required and administration procedures
- emergency procedures
- the roles and responsibilities of staff
- any adjustments needed to ensure full participation

Where a healthcare plan is not deemed necessary, we will still keep an accurate record of the child's condition and any relevant implications for their care in school.

## **Managing Medication and Emergency Response**

We follow rigorous procedures for the safe storage and administration of medication, as outlined in our **Supporting Children with Medical Conditions, Including Medicines Policy**. Only trained members of staff administer medication, and all doses given are logged and recorded. We ensure medication is stored securely while remaining accessible in the event of an emergency.

## **Support for Children with Allergies and Severe Medical Needs**

Some children in school have allergies, including severe allergies that require immediate action. To keep pupils safe, St Gregory's:

- keeps clearly labelled emergency medication, such as EpiPens or inhalers, in accessible locations
- ensures all relevant staff are trained in recognising allergic reactions and administering emergency medication
- completes risk assessments for pupils with allergies, especially regarding food, classroom materials, trips and celebrations
- works closely with parents to understand triggers and avoid unnecessary exposure
- ensures supply teachers and visiting staff are informed about pupils with high-risk allergies
- reinforces a culture of awareness, such as nut-free approaches where appropriate

For children with asthma, inhalers are kept in designated classroom locations and taken to all PE sessions and off-site activities.

## **Inclusion and Participation**

We work closely with families to ensure that pupils with medical needs can participate in school trips, sports days, residential visits and enrichment activities. Additional adults, training or equipment may be provided to ensure inclusion and safety. Risk assessments are always carried out, and we consult with parents to agree reasonable adjustments.

## **Training and Monitoring**

Staff receive regular training so they can understand and respond to a range of medical conditions. This includes training on:

- anaphylaxis and EpiPen use
- asthma management
- epilepsy care and emergency procedures
- diabetes monitoring and support
- administering medicines safely

We review healthcare plans annually (or sooner if needs change), and work in partnership with the School Nurse, GP practices and specialist clinicians to ensure children receive the support they need.

## **How does the governing body work with other services to support pupils with SEND and**

## **their families?**

The Governing Body at St Gregory's plays an important role in ensuring that pupils with SEND receive high-quality support. Governors work closely with the SENDCo and Senior Leadership Team to make sure that the school engages effectively with a wide range of external agencies across education, health and social care.

The governing body also fulfils its duty to ensure that Looked After Children with SEND receive the additional care and provision they require. We attend review meetings with children's services, contribute to multi-agency planning and maintain up-to-date Personal Education Plans (PEPs) to support each child's progress, wellbeing and engagement with learning.

Through these strong partnerships, the Governing Body helps to ensure that our pupils and their families benefit from a wide network of professional support.

## **What should I do if I have concerns?**

If you have any concerns about your child's progress, wellbeing or the support they are receiving, we encourage you to contact us as soon as possible. We value open communication and want to work together to resolve any issues quickly and effectively.

In the first instance, parents and carers should speak to their child's class teacher, who knows the child best in the day-to-day classroom setting. If further advice or support is required, you are welcome to contact our SENDCo, **Mrs Linda Thompson**, by calling **0151 526 5856** or by arranging an appointment through the school office. Our SEND Governor, **Miss Julia Spofforth**, can also be contacted through the school office if needed.

If, after discussing your concerns with the class teacher and SENDCo, you feel your child's needs are still not being met, you may request a meeting with the Headteacher to explore the matter further. Should concerns remain unresolved, parents and carers can follow the school's formal complaints procedure, which is available on our school website.

We are committed to working together in partnership with families and welcome conversations at any stage of a child's journey.

### **Support services available for parents of pupils with SEND**

Parents and carers are not expected to navigate the SEND system alone. A range of local services are available to offer guidance, information and practical support.

**Sefton Information, Advice and Support Service (SENDIASS)** provides free, confidential and impartial advice for parents and young people aged 0–25. They can help families understand processes, prepare for meetings, offer advocacy and ensure that parents feel fully supported throughout. SENDIASS can be contacted by telephone on **0151 934 3334** or via the SENDIASS

website. <https://www.kids.org.uk/sendias/services/sefton-sendias/>

**Sefton's Local Offer** provides comprehensive information about local services, resources and support available for children and young people with SEND aged 0–25. This includes guidance for families, details of specialist services, and information on education, health and social care provision across the borough.

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

**Sefton SEND Toolkit** offers clear guidance for parents and carers on universal, targeted and specialist support, along with contact details for agencies linked to the four broad areas of need. It also signposts families to helpful organisations and resources.

If you have any questions, concerns or would like further advice about a child with special educational needs or a disability joining St Gregory's, please contact our SENDCO, Mrs Thompson, through the school office. We are always here to help and support families at every stage of their journey.