

ST MATTHEW'S CATHOLIC PRIMARY SCHOOL



SEN Information Report 2025-2026

Headteacher: Claire Sime SENDCO: Toni Gaskell ASSISTANT SENDCO: Kate Roberts
SEND Governor: Cathie Sergeant

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KEY PEOPLE IN SCHOOL

Mrs Sime

Mrs Sime is our headteacher. She oversees the SEND provision in school and ensures statutory obligations are fulfilled. She has a B.Ed and has been teaching for over 20 years and is experienced doing various roles in a school environment. She is a strong advocate for SEND provision. She has recently taken over as head of consortia for our network of schools. She has strong links with other schools and serves as a governor across 3 school, including St Matthew's. As Headteacher, she believes that having a strong inclusive ethos and practice will improve outcomes for children and help them learn and grow. In addition to many other roles, she is the safeguarding/operation encompass and mental health and well-being lead at school.

Mrs Gaskell

Mrs Gaskell is our deputy headteacher and inclusion lead (SENDCO). She is passionate about, and leads our approach to inclusion across the school. She holds the NASENCO award and is a qualified SENDCO. She has been teaching for 27 years, has a B.Ed and an M.A in Education Studies. She has served as Early Years lead in two schools and has a strong interest in language and communication and health and wellbeing. Mrs Gaskell is also part of the safeguarding team and serves as attendance lead.

As SENDCO, she

- supports and deploys the Inclusion team to help our children thrive
- promotes improvements in teaching and supports staff with adaptive teaching
- keeps up to date with current legislation and researches training to develop herself and the team to meet the needs of all our children.
- ensures all staff recognise and fulfil their statutory responsibilities to pupils with SEND
- attends any relevant meeting and takes part in consortia events
- provides workshops and training for families
- leads on EHCPs
- is responsible for the completion of SEND paperwork and liaising with outside agencies

Miss Roberts

Miss Roberts is a class teacher and an aspiring SENDCO; she is undertaking the NPQ for SENCOs and she is given time out of her class to support SEND in school; such as meeting parents, contributing to EHCP reviews, completing paperwork, liaising with teachers in school. Miss Roberts set up the new pupil profiles online and supports the management of them.

Ms Black

Ms Black is a qualified teacher; she is our pastoral lead in school; she is part of our safeguarding , attendance and inclusion team and is also on the SLT. She is a strong advocate for health and well-being and is passionate about supporting our children, families, school community and beyond.

As pastoral lead, she is responsible for:

- leading community projects and events, including the school fundraising
- managing the community food store and supporting families through financial difficulties
- supporting children and families through bereavement
- supporting the attendance in school, conducting home visits and supporting the lead.
- arranging and attending meetings to support families with attendance if needed
- working with children; delivering various interventions and pastoral programs
- supporting children with relationship issues and helping to develop resilience and confidence
- providing workshops and training for families
- the completion of pastoral paperwork and liaising with outside agencies

Mrs Adlard

Mrs Adlard is an experienced counsellor; she is highly qualified and holds the following; Level 4 Therapeutic Counselling Diploma (ABC), Level 3 Intermediate Counselling (CPCAB), Level 2 Introduction to counselling (CPCAB), Level 1 Basic counselling skills, Advanced Clinical Hypnotherapy NLP, EFT, Diploma, Clinical Hypnotherapy Diploma, Level 3 Child Counselling Diploma, Level 3 CBT Diploma and Level 1+2 Reiki. She has also been awarded certificates in; Loss and Grief, Bereavement, Phone line counselling and Proficiency (BACP) As our school counsellor, she is responsible for;

- supporting children via various therapies
- providing a bespoke service to accommodate individual needs of the children
- liaising with the families and signposting them to other services that may be relevant
- supporting staff and offering advice and support
- liaising with the headteacher and other relevant school staff on a needs-led basis
- reporting any safeguarding concerns

Mrs Sergeant

Mrs Sergeant is a previous serving headteacher; she is vice chair of governors at St Matthews and as SEND governor

she is responsible for;

- ensuring she and the governors are informed about SEN systems and practices in school via meetings and school visits.
- ensuring that the progress of learners with SEN is monitored by reviewing and understanding data
- understanding how the notional SEND budget is used and ensuring that other financial decisions do not adversely impact on pupils with SEND
- understanding the national and local context of SEND support
- ensuring that the views of pupils and parents/carers in relation to the SEN provision is heard

- building a trusting and supportive relationship with the SENDCO
- ensuring an annual report on SEN is published on the website and updated annually

OUR APPROACH AS A SCHOOL

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them. Special educational provision is educational, social or emotional, or a training provision that is additional to, or different from, that is provided for other children of the same age by mainstream schools. St Matthew's Catholic Primary School is a mainstream primary school which was judged to be 'Good' in April 2024 by Ofsted. We are committed to inclusion and ensuring that all our pupils reach their potential and are not disadvantaged. We have held the IQM (Inclusion Quality Mark) assessment. We are also part of a project called PINS (partnership for inclusion of neurodiversity in schools) which supports school and parents.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe and multiple learning difficulties

We offer high quality first teaching and additional interventions; these are defined through our person-centred planning approach across the school. We consider the holistic needs of pupils when making decisions regarding provision and when managing personnel. Our range of interventions offer quality provision to all pupils who require additional support. We have high expectations of all staff and pupils; we meet regularly as a staff to discuss the needs, progress and aspirations of all our pupils and we work closely with parents/carers to ensure our pupils can really achieve the best possible outcomes. We review provision regularly and are always looking for ways to ensure the SEND offer meets needs and improves outcomes for children.

THE GRADUATED APPROACH

At St Matthew's, staff understand the code of practice and they know all teachers are responsible for every child in their care, including those with special educational needs and disabilities. When identifying pupils with SEN and assessing their needs we will assess each pupil's current skills and levels of attainment which will build on previous settings and Key Stages, where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. It must be noted that slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When

deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Staff meet termly with Senior Leaders in Pupil Progress meetings to discuss each child and their progress and next steps. Where a pupil is identified as having SEN, we act to remove barriers to learning and put effective special educational provision in place.

This SEN identification and support takes the form of a four -part cycle through which earlier decisions and actions are revisited, refined and revised, with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This approach is reviewed 3 times a year and include parent/carers and any external specialist involved.

This is known as the graduated approach. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

The graduated approach starts at the whole school level, as all teachers are continually assessing, planning, implementing and reviewing their approach to teaching for all children, however, for pupils with SEND this approach is increasingly personalised depending on the needs of the child.

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 (Reference: Intervention Policy) 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 Personal Provision 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 outreach services if available via Consortia or 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' Personal Provision 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 that offer the support to your child and hold both our internal/external providers and ourselves to account. More details of the Assess, Plan, Do, Review process can be found in the Liverpool Graduated Approach document [here](#).

EHCPs

When we receive a request for placement for a child with an EHCP we review that on a case-by-case basis in consultation with the family and in the context of the child's needs, current staffing and other needs within the school to ensure we can meet the child's needs. If, after discussion and review of provision, we decide a child would benefit from an EHCP, we would consult with parents and start gathering evidence needed to put in the request for an assessment. More information about EHCPs can be found here <https://fisd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=3>

SEND AREAS OF NEED

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

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

- Differentiated teaching styles and adapted planning to meet the children's needs.
- Use of visuals to ensure clear non-verbal communication, now and next cards, task organisers, visual timetables, work stations for pupils and use of timers. We use DOJO, which celebrates work but also enables children and parents to find out events in advance. This supports those who are unable to cope with change.
- Support from learning support assistants (LSAs) and teachers to implement programmes designed by Speech and Language therapists.
- We use the Wellcomm program, which is aimed at developing the communication and language 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.
- Support accessed from Speech and Language Therapy Services and Educational Psychologist.
- Sensory breaks have also been introduced across school with all staff receiving training on how to support children with sensory processing difficulties some of whom may have a diagnosis of ASD or display anxieties. Our aim is to develop the use of sensory circuits.

2. Cognition and Learning

- Differentiated 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, ipads 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.
- Access advice and support for both staff and children from other outreach providers including Educational Psychologist Service, OSSME and SENISS.

3. Social, Emotional and Mental Health

- SLT are always available to provide support for children and families and to signpost to any additional services that may be of help. Our website provides links to support services.
- School has a Pastoral lead, who support pupils and families
- School employs a counsellor to provide support for children and families.
- School accesses the Mental Health Worker and a number of children have been supported via this service.
- Staff have access to counselling on request.
- The school has a bespoke PSHE curriculum with its focus on developing emotional intelligence and wellbeing linked to our current cohort in school. If lessons need adapting to reflect current situations we will do this. Circle Time is also used to promote the continued development of the pupils' social and emotional wellbeing.
- School is currently involved in a local authority program called 'HEARTS' This will enable to realise our

ambition to become a trauma informed and responsive school.

- 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.
- All classes have 'Take Ten' equipment which is a self-regulatory calming programme based on breathing techniques.

4. Sensory and/or Physical Needs

- School continues to work to ensure accessibility to school in line with current legislation (see Accessibility Plan) We have a lift that can be used by children and staff with a care plan in place.
- School provides specialist resources – grab rails in toilets, ramps, pencil grips, stress toys, sloping boards, fidgets, air cushions, weighted blankets, magnifiers, larger font, iPads linked to classroom whiteboards (school use only) as well as adapting and enlarging resources and information for pupils and if need be, for the parents.
- Staff have been trained on recognising and supporting children with sensory processing difficulties and additional resources have been purchased to meet these needs.
- School can access support from the School Nurse team, Sensory service for those pupils with additional needs relating to sight or hearing. In some cases, pupils have been provided with some 1-1 support from a teaching assistant from the Sensory team.
- School liaises with outside agencies, such as the physiotherapy or occupational therapy teams, to support both physical and sensory needs.
- We deliver handwriting and clever fingers interventions throughout the school on a needs-led basis

(Reference: St. Matthew's Catholic Primary School SEND policy September 2025)

As of November 2025 we have 121 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. We also liaise with parents regularly.

We have internal processes for monitoring quality of provision and assessment of need. These include the use of tracking data and its analysis (insights program), pupil progress meetings, lesson drop-ins, learning walks, book monitoring, monitoring of planning by the senior leadership team and curriculum leads questionnaires for pupils and parents. We also liaise with parents regularly.

WORKING WITH FAMILIES

At St Matthew's we understand the importance of and are committed to early identification of need. Parents and Carers play a crucial role in this and are involved from the outset. All our teachers have had training in working with children with SEND and our Inclusion Manager is an experienced teacher, holding the NASENCO Award. In line with the Code of Practice we follow a graduated approach to identification and provision. This is our Assess Plan Do Review Cycle. We are committed to the principle that parents and carers are the experts about their children. Children usually feel more confident and positive about themselves and their learning when parents and practitioners work together in an atmosphere of mutual respect. School professionals work closely with families to discuss needs and assessments and we seek to co-produce documents such as pupil profiles and Education and Health care plans. We also refer on to organisations who can provide parental support such as Mental Health Support team, SENDIASS, Advanced Solutions and Liverpool Parent and Carers Group.

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
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Parents' evenings	Class teacher, parent/carers, SENDCO/HT	Termly
Follow up parent's evening with SENDCO	Parent/carers, SENDCO	On request/termly
Pupil profiles for individual children	Class teacher, LSAs, 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, SENDCo	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.e. Masters, NVQ, Degree, HLTA)
Mrs T Gaskell	SEND/Pastoral	B.Ed (Hons) English/Education MASTERS in Education Studies NASENCO
Mrs M Adlard	Counselling	Level 4 Therapeutic Counselling Diploma (ABC) Level 3 Intermediate Counselling (CPCAB) Level 2 Introduction to counselling (CPCAB) Level 1 Basic counselling skills Advanced Clinical Hypnotherapy NLP, EFT, Diploma Clinical Hypnotherapy Diploma Certificate Loss and Grief Certificate Bereavement Certificate phone line counselling Certificate of Proficiency (BACP) Level 3 Child Counselling Diploma Level 3 CBT Diploma Level 1+2 Reiki

School staff attend bi-weekly -directed time CPD on numerous aspects of Teaching and Learning in order to improve outcomes for children. 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 beyond individual Phases/Key Stages. All staff have taken part in Safeguarding updates. All staff attended a range of courses delivered by OSSME and adaptive teaching strategies by the SENDCO. Curriculum leads ensure that subject planner caters for all needs and they conduct 'book monitoring', looking at the books from a cross section of all learners.

SENDCO has completed the NASENCO award and continues to attend the School Improvement SEND Briefings, other training that is offered regarding SEND, Consortia meeting and NLL partnership meetings.

Staff deployment

We deploy staff on a school needs basis. SLT consider current cohort, staff experience and training, current staff levels when assigning classes and when deploying support staff. Considerable thought, planning and preparation goes into utilising our teachers and support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age. Support staff are not assigned to classes, they support the delivery of EHCPs and they deliver interventions across the school. They also cover break and lunch duty which enables them to know the children well. At breaks and 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. Matthew's Catholic Primary School, we are required to provide

effective support for their individual needs. The SEND budget used in a variety of ways, for example, to fund the purchase of adults or additional resources; enable LSAs to provide intervention groups or additional support for pupils in class; to 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 benefited our children/young people and their families in the following ways :

- Allowing children to access a range of interventions and support their learning.
- Enabling us to buy into consortia, which gives us access to support partners
- Enabling us to buy in services to support Speech and Language therapy
- Purchase of additional Educational Psychologist appointments
- Purchase of additional resources such as individual work stations, fidgets and other practical resources
- To buy in resources to support the delivery of interventions such as IDL, handwriting, clever fingers

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. This year we worked with our feeder partners to welcome children with special educational needs or disabilities in Reception from many different nursery providers and we supported many children with SEN to their next phase in education. We had face -to-face transition visits to schools, telephone calls, zoom meetings and all receiving secondary schools have had online reports forwarded to them. All safeguarding documentation was copied and transferred through CPOMs where possible or hand delivered to the receiving school and signed for. We also arranged for some children to attend Summer school, at their allocated secondary school, which supported their transition. Targeted children, in school, were given transition booklets and teachers, SENDCO and LSAs worked with the children to support their move up to the next class/key stage. Staff have handover meetings with each other and receive a SEND file in order to understand the needs of their incoming children and enable them to prepare for the year ahead. Calls to nursery settings were made and transition forms/information received and where possible, all incoming reception children and their parents had the opportunity to attend taster sessions.

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 4 86 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

YPAS www.ypas.org.uk 0151 707 1252

Complaints

This year we have had 2 complaints; that dealt with under the Complaints Policy which can be found on the school's website. The issue was resolved and actions implemented to address concerns. School and complainant remain satisfied with outcome.

What has worked this year ?

SENDCO and school, continues to remain resilient and positive in their drive to improve outcomes for all pupils and reduce or close the gap between SEND and non SEND pupils.

Stronger links to home continue due to the work of our pastoral/pupil and family liaison lead

All teaching staff and LSAs on break duty to support all learners and ensure a smooth unstructured time.

As we move forward we intend to:

*Develop our inclusion knowledge and provision across the school by continuing to work with IQM and getting award renewed.

*Develop staff expertise and our bank of resources for pupils with additional needs .

*Embed our sensory provision and develop sensory breaks within classrooms as part of universal offer.

*Continue to develop the SENDCO and assistant SENDCO's knowledge and understanding of all aspects of SEND

*Further develop the analysis of data by SENDCO to inform future planning of provision

*For staff training to be regular so all staff are aware of SEND needs and how best to support.

*Further develop workshops/coffee mornings opportunities for parents and develop the role of our pastoral lead in this.

* Ensure parents understand how to access documents relating to SEND in our school and the Local Offer

*To look at our physical environment and plan how we can make it more accessible for all pupils.

St. Matthew's Catholic Primary School prides itself on being inclusive and 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 pupil profiles, pupils work and teachers planning
- Learning and environment walks to continue with specific focus
- Promoting the use of sensory breaks as a universal offer in addition to targeted children.
- To continue to develop the outdoor provision

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

Relevant school policies underpinning this SEND Information Report include:

- SEND Policy
- Transition Policy
- Assessment Policy
- Curriculum Policy
- Intervention 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
- Mental Capacity Act 2005
- Special Educational Needs and Disabilities Code of Practice January 2015

Date presented to/approved by Governing Body: December 2025