

St Luke's Catholic Primary School

SEND Information report 2025-2026



We follow in the footsteps of Jesus as we live, love and learn together.

Where can I find information about SEND provision?

Our SEND policy will give you the information you need about how our provision meets the needs for all pupils with SEND. Our policy can be found here:

<https://stluke.knowsley.sch.uk/wp-content/uploads/2024/10/SEND-Policy-Autumn-2024.pdf>

This SEND information report provides an overview of how the SEND policy is put into practice during the academic year 2025-2026.

If you would like to discuss our SEND provision or find out more, please contact our SENDCo:

- Mrs Emma Crist
- Mrs Kerry Parkinson (SEND Governor)
- Contact: 0151 477 8580 or email at:

Further information can be found on the local offer:

Knowsley SEND Offer: <https://www.knowsleyinfo.co.uk/send-home>

<p>Types of SEN that are provided for within our school:</p>	<p>St Luke's Catholic Primary School is a mainstream school committed to ensuring all children reach their potential, both academically and personally, socially, and emotionally. Most of our children are expected to meet the learning goals for their age, and we strive to support every student in achieving their potential across all areas of the curriculum.</p> <p>Children are typically identified as having Special Educational Needs and Disabilities (SEND) when they experience difficulties in one or more of the following areas:</p> <ul style="list-style-type: none"> ● Communication and Interaction ● Cognition and Learning ● Sensory and/or Physical Needs ● Social, Mental, and Emotional Health <p>Currently, 20% of our children have identified special educational needs and/or disabilities during the 2025 - 2026 academic year. Children are identified as having SEND when their progress has slowed or halted, and the usual interventions, resources, or strategies we typically provide do not lead to sufficient improvement.</p> <p>Key Areas of Need</p> <p>In the last academic year, speech, language, and communication difficulties were the most prevalent areas of need within our school. This category also includes children with Autistic Spectrum Condition (ASC) and those awaiting assessments from Neurodevelopmental Pathways. Our second highest area of need was SEMH (Social, Emotional and Mental Health) This category includes children who have a diagnosis of, or are on the Neurodevelopmental Pathway for ADHD and those who have behavioural needs.</p>
<p>Identifying children with SEN</p>	<p>At our school, class teachers, SENDCO and the senior leadership team work closely together to monitor the progress of all students. We use a range of tools, including Wellcomm, PIVATs, NFER,</p>

<p>and assessing their needs:</p>	<p>Collins Reading alongside teacher assessments to track academic progress. In addition, children also complete the PASS (Pupil Attitudes to School and Self) Survey twice a year in order to identify non-academic barriers to learning.</p> <p>We value the role of parents/carers in supporting their child's education, and we encourage them to raise concerns directly with the school. When this happens, class teachers collaborate closely with the SENDCO to seek advice and plan appropriate activities and interventions.</p> <p>The effectiveness of these strategies is regularly assessed and reviewed. The progress towards children's individual targets is monitored termly or at the end of the intervention. If a child's progress remains limited despite targeted support, the SENDCO will arrange a meeting with the parent(s)/carer(s) and the child to discuss next steps. This may involve the introduction of additional SEND support or a referral for an external specialist service for further assessment.</p>
<p>The approach to teaching children with SEN:</p>	<p>At St Luke's Catholic Primary School, we recognise that every child learns in different ways, and our planning and provision are designed with this in mind. We maintain the highest expectations for all the children we teach, encouraging them to challenge themselves and aspire to their full potential.</p> <p>Quality First Teaching is our primary approach to teaching children with SEND. This includes providing evidence-based small group interventions and 1:1 teaching support for some children, tailored to meet individual or group needs. These interventions are regularly reviewed by teachers and SENDCO to ensure their effectiveness.</p> <p>In our classrooms, we embrace autism-friendly and dyslexia-friendly approaches to teaching, ensuring that all students are supported regardless of their specific learning needs. A variety of resources are available in every classroom, or through the SENDCO, to assist any child who might require additional support - not just those on the SEND Register.</p>
<p>Arrangements for</p>	<p>We value the importance of strong partnerships with parents/carers in supporting children's</p>

<p>consulting and involving parents/carers of children with SEN</p>	<p>education. Through our ‘open door’ policy, we foster open communication and build positive relationships with families. Parents/carers are encouraged to engage with teaching staff through a combination of face-to-face meetings and virtual platforms, ensuring flexibility for all families. and involving them in their child’s education.</p> <p>If parents/carers have concerns about their child, they are encouraged to speak with the class Teacher initially, then the SENDCo, to discuss their concerns and agree on next steps.</p> <p>Children’s progress is carefully tracked against individual targets and is shared with parents/carers on a termly basis. Parents/carers’ views are also captured as part of the child’s Learning Plan, ensuring they have input into the planning and review of their child’s educational journey.</p> <p>For children with an Education, Health, and Care Plan (EHCP), annual reviews are held, and parents/carers, along with relevant professionals, are invited to attend and contribute their views and wishes. This feedback is then shared with the local authority to ensure that the support and provision are in line with the child’s evolving needs.</p>
<p>Arrangements in place for consulting young people with SEN and involving them in their education:</p>	<p>At St Luke’s Catholic Primary School, we pride ourselves on encouraging all children to feel that they can talk to any member of staff about anything. Children are encouraged to engage in self-assessment of their progress in response to teacher feedback, using our success criteria in our marking policy. Children with SEND are involved in reviewing their progress and setting future targets on their Learning Plan.</p> <p>As noted above, children also complete the PASS (Pupil Attitudes to School and Self) Survey twice a year in order to identify non-academic barriers to learning. Pupil Voice is also gathered using our School Smart Council sessions and when teachers complete subject monitoring.</p>
<p>Adaptations made to the curriculum and the learning environment for</p>	<p>All children at St Luke’s Catholic Primary School are fully included in all aspects of school life and diversity within society is acknowledged and celebrated.</p> <p>We strongly value that all children learn at different rates, in different ways, and our day-to-day planning of lessons takes this into account. Reasonable adjustments are made for all children to access the curriculum and learning environment. This involves using specialist support, specialist</p>

children with SEN:	<p>equipment and resources, a change of delivery style or type of activity. Evidence based interventions are used such as Talk Boost, and group/individual support are specifically tailored to fit the children concerned and regularly monitored for effectiveness.</p> <p>Please also see the school accessibility policy and equality duty policy and duty statement on the website - https://stluke.knowsley.sch.uk/wp-content/uploads/2024/10/SEND-Policy-Autumn-2024.pdf</p> <p>During the academic year 2024-2025, the school was awarded with the Communication Friendly Setting status for our Early Years. All of our classrooms offer a low-stimulation environment for children who may need additional support in their learning journey. Children also have access to sensory circuits and breaks throughout the day in order to support their needs.</p>
Securing equipment and facilities:	<p>The SENDCO works closely with a wide range of specialist and external agencies to ensure that children have access to the necessary equipment, provision, and resources to support their learning in school. This includes making sure that children are provided with any specialist tools, technology, or resources that help them fully engage with the curriculum and feel comfortable and safe in their school environment. The collaboration with outside agencies ensures that the support is tailored to each child's specific needs, whether it's related to sensory needs, physical disabilities, or communication difficulties.</p> <p>These arrangements are always discussed with parents/carers to ensure that they are fully informed and involved in decisions about their child's support. Where appropriate, staff training is provided to ensure that teachers and other school staff are fully equipped to use any specialist equipment or strategies needed to support the child effectively. This might include training in medical care, manual handling, or other specific approaches designed to support the child's learning and wellbeing. The SENDCo regularly reviews the support in place, working with external professionals to adjust and improve provision as required.</p>
Additional	<p>Children receive extra support to help their learning both in school and, when needed, through</p>

support for learning:	<p>virtual platforms for home learning. This support can include:</p> <ul style="list-style-type: none"> ● Adapted Curriculum: Tailored lessons to meet individual learning needs. ● Small Group Intervention: Focused sessions for literacy, language, and numeracy to support key skills. ● Specialist Equipment: Tools or apps to help children engage with their learning. ● Learning Mentor Support: Small group or 1:1 sessions to help with academic and personal development. ● Sensory Circuits: Activities to support focus and self-regulation. ● Attention Autism: Structured sessions to help with focus and social skills, especially for children with autism. ● Speech and Language Support: Help with communication skills for children with speech or language challenges. ● Counselling or Play Therapy: Emotional support to help children manage feelings and develop coping strategies. <p>This approach ensures that every child gets the right support to succeed in school and at home.</p>
Working with other agencies:	<p>Guidance and support are also provided by a range of outside agencies to ensure children receive the expert help they need. These include:</p> <ul style="list-style-type: none"> ● Specialist SpLD Teacher: Provides assessments for children who may be presenting with a Specific Learning Difficulty (SpLD), such as dyslexia. ● Specialist ASD Teacher: Offers advice for children with Autism Spectrum Disorder (ASD), and their families, focusing on developing social skills, communication, and strategies for managing sensory needs. ● EAL Team: Supports children who speak English as an Additional Language (EAL), helping them develop their language skills and integrate into the classroom.

	<ul style="list-style-type: none"> ● Sensory Impairment Service: Provides support for children with hearing or visual impairments, ensuring they have the resources and strategies needed to access the curriculum. ● Educational Psychologists: Work with children, teachers, and families to assess learning needs and recommend appropriate interventions to support academic, social, and emotional development. ● Paediatric Services: Includes support from speech and language therapists, physiotherapists, and occupational therapists, who provide targeted interventions to support children's communication, physical, and sensory development. ● School Health Team: Offers health-related support and advice to children and families, including mental health and well-being services. ● Attendance Service: Works to support children and families in improving school attendance and addressing any barriers that may be preventing regular school participation. ● Listening Ear: Provides emotional support to children, helping them cope with personal challenges through one-to-one or group sessions. ● EMHP (Educational Mental Health Practitioner): This service offers essential emotional support, helping children manage personal challenges and develop coping strategies, promoting their emotional and mental well-being. <p>These external agencies work in partnership with our school to provide a holistic approach to supporting children's learning, emotional well-being, and overall development.</p>
How children are enabled to engage in activities available for children in the	<p>We are an inclusive school and constantly provide enhancement opportunities to engage learning and believe that school should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.</p>

<p>school who do not have SEN:</p>	<p>We offer an extensive range of extra-curricular activities, and all children are encouraged to participate. When needed, we arrange for additional staff support to ensure children with SEND can fully engage in these activities, providing the necessary support to meet their individual needs.</p> <p>All Year 6 children are encouraged to attend the residential trip, and both children and parents are actively involved in the planning process. Any necessary adaptations to ensure accessibility and support for children with SEND are made in advance, allowing all students to fully participate and enjoy the experience.</p> <p>Every child also has the opportunity to take part in sports days, workshops, and other events, promoting a sense of inclusion and community. These events are designed to allow children of all abilities to engage and contribute.</p> <p>For further details on how we support pupils with disabilities, please refer to our School Accessibility Policy and Equality Duty Policy available on our school website: https://stluke.knowsley.sch.uk/wp-content/uploads/2024/02/Accessibility-Plan-2023-2026.pdf</p>
<p>Expertise and training of staff:</p>	<p>We have a total of 13 teaching assistants (both full-time and part-time) who work across all year groups from Nursery through to Year 6.</p> <p>Some of our teaching assistants have specialist skills and expertise in specific areas of Special Educational Needs (SEN), such as speech and language, autism, and specific learning difficulties. They are trained to deliver targeted interventions, including Elklan language activities and Talk Boost.</p> <p>EY staff have received significant training in speech, language and communication skills during our recent work towards gaining our Communication friendly Setting status.</p> <p>Our teaching staff have also received training regarding Lego Therapy, Precision Teaching and Restorative Practice. Additionally, all staff have undergone Team Teach training, which focuses on</p>

	<p>de-escalation techniques, and have received training in Zones of Regulation to help children develop emotional regulation skills.</p> <p>To ensure the health and safety of all our students, we have a defibrillator on-site, and all Staff have gained the Paediatric First Aid certificate.</p> <p>Our SENDCO regularly attend SENDCo forums throughout the academic year, organised by the Local Authority, to stay up to date with legislative changes and new local and national initiatives in the field of special educational needs.</p>
<p>Arrangements for supporting children in moving between phases of education:</p>	<p>Careful transition plans are made at the end of the summer term to ensure that children are able to meet their new teachers. This includes children spending sessions in their new classroom. Social stories are also sent home for children with ASC or ASC type needs. Transition meetings between teaching staff and the SENDCO prior to children moving into a new classroom take place at the end of the summer term and the beginning of the autumn term.</p> <p>Our SENDCO completes home visits with our Nursery teacher to meet with new parents and any concerns they may have prior to starting in our school. She also attends any Welcome meetings and attends the transition visits our new Reception children attend.</p> <p>During the academic year, Y6 children participate in activities in school to prepare them for transition, changes and celebrate their journey through primary education. Our EMHP also runs successful transition programmes for our Y6 pupils to discuss any worries they may have prior to starting secondary school.</p> <p>In the summer term staff meet with SENDCo's and year leaders from secondary schools to pass on information, advice and guidance for those children moving on to secondary school. Virtual and face-to-face meetings with key members of staff from secondary schools also take place in school</p>

	<p>prior to the end of term. Children with SEN are able to visit their new secondary school and additional meetings/activities can also be planned for if required.</p>
<p>Evaluating the effectiveness of SEN provision:</p>	<p>All of our school data is closely monitored by the Local Authority and Ofsted (with our most recent inspection in April 2022).</p> <p>We follow the graduated approach of assess, plan, do, and review, as outlined in our SEND policy. This approach ensures that the needs of all students are regularly assessed and that appropriate support is provided to help them make progress.</p> <p>Interventions and support are closely monitored on a frequent and regular basis, with adjustments made as necessary to ensure their effectiveness. Evidence-based interventions and therapies begin with an initial baseline assessment, which is repeated at the end of the intervention to measure its impact and track individual progress.</p> <p>Adults working with children regularly monitor their progress. All class teachers consistently evaluate and adapt their teaching to meet the specific needs of each pupil in their class, ensuring that everyone has the opportunity to succeed.</p> <p>Children's progress is tracked formally every term against age-related expectations or appropriate individual targets. This is reviewed by the Senior Leadership Team, teaching staff and the SENDCo and the progress is shared with parents on a termly basis. For children with SEND who are working significantly below age-related expectations, progress is tracked through learning journeys and bespoke targets to highlight small steps of progress, which are also shared with parents/carers.</p> <p>Evidence-based interventions are used throughout the school to support all children, and their impact on individual progress is continuously monitored by the SENDCo to ensure that each child receives the appropriate support to make meaningful progress.</p>
<p>Complaints about SEN provision:</p>	<p>We actively encourage dialogue between parents/carers and school to resolve any problems or concerns at the earliest stage, following procedures set out in the SEND policy.</p> <p>During the academic year 2024 - 25 there were no complaints about SEND provision.</p>

Contact details of support services:	<p>Knowsley Parent Carers Voice (KPCV): 07376232141 / 07368117415 https://www.kpcv.co.uk/ https://www.facebook.com/knowsleypcv Email: Infokpcv@gmail.com</p> <p>ADDvanced Solutions (Knowsley): 0151 486 1788 https://www.advancedsolutions.co.uk/maintenance.html Email: info@advancedsolutions.co.uk</p> <p>Homestart – Knowsley https://homestartknowsley.org.uk/ Tel: 0151 480 3910</p>
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