



Information

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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.

Special Educational Needs at Christ the King School

At Christ the King Catholic Primary School, we are committed to providing an inclusive, nurturing environment where every child is valued as a unique individual made in the image of God. Our approach to SEND is rooted in early identification, personalised support, and strong partnerships with families and external professionals. Through high-quality teaching, targeted interventions, and a whole-school commitment to inclusion, we ensure that all pupils with Special Educational Needs and Disabilities can thrive spiritually, academically, and socially as full members of our school community. High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

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 our Assistant Head (Assessment). Any pupils who are not making expected progress, are identified and class teachers plan provision to enable those children to make progress. There is an assessment column on each IEP – for SEND children in most cases PIVATS is used for assessment or entry and exit assessments on intervention. There may be less data based assessment used to determine if a child is progressing with SEMH or sensory need.

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. Children on the SEND register also have an Individual Education Plan or Learning Journey 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 One Page Plan and Profile planning meetings and discuss targets with the teacher. Where age and ability appropriate, the child is also included in the discussion about their learning targets.

Do: Class teachers are responsible for ensuring that the planned lessons, activities and/or intervention are carried out. Class teachers ensure that all pupils receive quality first teaching and small group support 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 and, where age and ability appropriate, the child, are included in a review of the One Page 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.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

Communication and Interaction

Children may have a delay or disorder in one or more of the following areas:

Attention / Interaction skills:	May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.
Understanding / Receptive Language:	May need visual support to understand or process spoken language. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.
Speech / Expressive Language:	May use simplified language and limited vocabulary. Ideas/conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar/phonological (Speech Sounds) awareness still fairly poor and therefore their literacy can be affected.

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 SLT with individual pupils. The school also provides small group support based around the development of communication and interaction skills. Such as *NELI* for EYFS which will be carried through to Key Stage 1. There are other social and communication bespoke interventions used throughout the school. The school invested in a range of social interventions throughout the year covering a range of issues such as anxiety and anger.

Cognition and Learning Needs

Children may have difficulties with the skills needed for effective learning such as the use of:

Language, memory and reasoning skills
Sequencing and organisational skills
An understanding of number
Problem-solving and concept development skills (Being able to categorise, hold in memory and understand the next blocks of learning)
Fine and gross motor skills (Motor skills is an action that involves using muscles. Gross motor skills are larger actions and fine motor skills are smaller actions e.g. Handwriting)
Independent learning skills
Exercising choice
Decision making
Information processing

This is a broad area of SEN and the school offers a variety of individual support within appropriately differentiated high quality lessons. Some examples of the provision offered by our school are:

- Access to in class additional 1:1 support
- Access to in class small group support
- Additional small steps assessment (PIVATS)
- Periods of withdrawal for specific English focus
- Periods of withdrawal for specific maths support
- Speech and language support delivered by LSA
- Speech and Language support delivered by therapist
- Occupational/physio-therapy delivered by therapist
- I.C.T. specific hardware and software
- RWI 1:1

<ul style="list-style-type: none"> • Precision teach • Regular reader programme • Access to before/after school/lunchtime club
Emotional, Mental and Social Health
<i>Children may have difficulties with social and emotional development which may lead to or stem from:</i>
<ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image
<p>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. The school also offers <i>Social Stories</i> for those children who need support with understanding social situations. We have a range of social intervention programmes.</p> <p>School signposts services such as 'BeMe' for emotional regulation support. We regularly undertake a 'Positive Playground' intervention for those children who struggle to access lunchtimes with their peers. School has access to the Beautiful New Beginnings project via the Consortia and a therapist works in school one afternoon a week, usually seeing 2 children per week for an initial programme of 6 weeks. School also buys into Seedlings therapy as extra therapeutic support for children. The therapist will visit school for one afternoon a week and usually see 2 children at a time for an 8 week block of therapy.</p> <p>The school also works with the Mental Health Support Team and an external wellbeing service called BeMe which teaches calming strategies to select children.</p> <p>School based anxiety interventions include draw and talk, socially speaking, lego therapy and Nature-Nurture Forest school Group.</p>
Physical and Sensory Needs
<i>Children may have a medical or genetic condition that could lead to difficulties with:</i>
<ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smells / light / touch / taste. • Toileting / self-care. <p>The school provides activities to support children's fine and gross motor development through activities such as Dough Disco, wake up and shake up and individualised fine motor skills development activities. The school is equipped to assist with additional toileting and self care needs. The school works with Occupational Therapists to assist with the delivery of physical and sensory support. All school support staff were trained in Sensory Regulation in October 2024. A number of interventions such as sensory circuits are delivered to support sensory and physical regulation.</p>
SEND Support 2024-2025
<p>During School Year 2024-25 we had 77 children (approx 18% of school) receiving some form of SEN Support. 16 of these children had an EHCP by the end of the academic year (approx 4% of school).</p> <p>During the year the One Page Plans were made and reviewed termly. 'Initial concerns' systems are used to refer to the SEN Team and Register. A term of monitoring of SEN concerns are used to identify need initially and children are later added to the SEND register if concerns persist.</p> <p>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.</p>

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
Personal Plan planning and review meetings.	Class teacher, parents, child (where age and ability appropriate)	At least termly.
Parents Evening	Class teacher, Parents	Twice annually
Transition Meetings	Previous and new class teachers, SENCO and parents of specific children (eg. Those with ASD) who require support with transition. Nursery Schools/Provision and Secondary Schools.	End of Summer term.
EHCP/Statement Review meetings.	All agencies involved with child with an EHCP, parents, class teacher, SENCO.	Annually – dependent on when statement/EHCP was issued.
SEND Coffee Mornings	SENCO Headteacher Parents ASD Training Team	Termly
Where certain outside agencies are involved e.g. Educational Psychologist or SENISS, parents are always fully involved and will be invited to attend individual meetings with the agency, the class teacher and the SENCO to discuss the involvement of these agencies		

Staff development and Qualifications

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

Initials of person	Area of expertise	Level of Qualification
DDY	SEN British Sign Language	National SENCO Award British Sign Language Level 1
PHY	SEND	NASENCO
LRE	SEND	NASENCO
JMN	SEND	NASENCO
KBT	SEMH	ELSA
SCN, ASN, JAA	SEMH	Draw and Talk

Staff Development related to SEND

Date	CPD	Staff Member
Multiple dates in October	Sensory OT processing	All support staff (LSAs)
06/11/2024	LA SEND Briefing	PHY
13/11/2024	SEND Advocate Training	KBT
07/01/2025	SEND individual areas of needs	All staff
08/01/2025	Draw and Talk Training	JAA, SCN
22/01/2025	SEND Advocate Training	KBT
19/03/2025	SEND Advocate Training	KBT
26/03/2025	LA SEND Briefing	
Multiple dates in summer term	ELSA training	KBT
13/05/2025	Staff meeting: SEMH	PHY, all staff
08/07/2025	SEND Transition meetings	All staff

The SENCO also attends termly meetings with fellow professionals in the consortium. The SENCO is in a smaller support group with SENCOs from King David, Mossfits and Heygreen schools accessing peer support and advice.

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 and are prepared for adulthood from the earliest possible age.

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 Deployment of Learning Support Assistants is reviewed annually to meet the needs of the children in our school and is targeted towards particular cohorts.

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. During the academic year 2024-25, the school had 1 pupil without an EHCP in receipt of Top Up Funding. 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 2024-25, 16 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 SEN includes visiting their previous setting 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.
- Our approach to supporting children 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 contacted our school to discuss effective transition of the children in lieu of traditional meetings at school.
- The SENCO attended the the Local Authority Transition Forum where to meet SENCOs of the feeder schools and hands over information regarding transferring pupils, including reports from outside agencies, this was done over the phone and electronically.,

Complaints

If you are unhappy or concerned about the provision your child is receiving in school, you can contact your child's teacher or the SENCo. Many concerns can be resolved by simple clarification or discussion. However, if you are still unhappy, you can contact the Headteacher and refer to the School Complaints Policy. *Our complaints procedure* is outlined in our Complaints a copy of which you can obtain from the school office. An electronic copy is also on the school Website.

Developments in SEND

Monitoring the impact of provision.	The impact of provision is reviewed termly through learning walks, pupil voice and monitoring of IEPs and other documentation.
Revised Deployment of Learning Support Team, needs led.	The allocation of Learning support was reviewed and allocations to classes/children was made on a needs led basis.

Review of inclusive practices including ongoing work on IQM (Inclusion Quality Mark) flagship status. (other areas for development will come from this review).	All inclusive practices were reviewed during the year through the self-evaluation process for the IQM award. The School is an IQM flagship school and is reaccruited with this annually depending on the outcome of an assessment visit.
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Further Development in SEND 2025-26
Our strategic plans for developing and enhancing SEN provision in our school next year include:
<p>Work with ADHD Foundation</p> <p>‘Hope Project’ to focus on Mental Health and Social Emotional areas of need.</p> <p>Development of the school library into an inclusion Hub</p> <p>Continued development of SEND/Inclusion Coffee information mornings</p> <p>Continued development of our Inclusive Curriculum</p> <p>Support for Parents</p> <p>Graduated Approach and information sharing with parents</p>
IQM Centre of Excellence Targets:
Continue with the ‘Hope’ Project and develop the school library space into an inclusion hub.

Relevant school policies underpinning this SEN Information Report include:
<p>SEND Policy</p> <p>Behaviour and Anti-Bullying Policy</p> <p>Teaching and Learning Policy</p>
Legislative Acts taken into account when compiling this report include:
<p>Children & Families Act 2014</p> <p>Equality Act 2010</p> <p>Mental Capacity Act 2005</p>

Completed by: Peter Heery
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