St Saviour's Catholic Primary and Nursery School
SEN Information Report
2026 to 2027

St Saviour's Catholic Primary and Nursery School is a fully inclusive school that ensures that all pupils achieve their potential, personally, socially, emotionally and academically, in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

The intention of this document is to provide information regarding the ways we ensure we support all of our pupils, including those with SEN and disabilities, so they can reach their full potential. It may not list every skill, resource and strategy we employ in order to achieve this because these are continually developed and used to modify provision in order to meet changing requirements of individual children.

Children are identified as having SEN when their progress is less than expected and interventions and resources put in place do not enable improvement. Once this occurs, we would discuss this with parents and with their agreement a pupil may be placed on the SEN register. This enables us to monitor needs and support more closely. Staff will develop plans, based on the specific needs of pupils which help support their development and accelerate progress.

We aim for children with SEND at St Saviour's to make good progress and achieve in line with national figures. Other useful documents such as our SEN Policy are available on our school website. If you would like further information about what we offer here at St Saviour's; please do not hesitate to contact us directly.

1. Who are the best people to talk to at St Saviour's about my child's difficulties with learning, special educational needs or disability?	We pride ourselves on building positive relationships with parents and carers. We are open and honest with parents and hope they are able to be the same with us. If you have concerns about your child's progress you should speak to your child's class teacher initially. They have responsibility for: • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the SENCo know as necessary. • Writing Personal Profiles, sharing and reviewing these with parents at least once each term and planning for the next term. • Ensuring all staff working with your child in school are helped to deliver the planned activities for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help or specially planned programmes of learning and resources. • Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with SEND. The class teacher may decide to discuss the concern with our Special Educational Needs Co-ordinator (SENCo) Mrs Allen, who is in school Wednesday to Friday.

	She is responsible for: • Coordinating the support for children with special educational needs or disabilities (SEND) and developing the school's SEN Policy to make sure all children get consistent, high-quality responses that meet their needs in school. • Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing how they are doing. • Liaising with all the other people who may be coming into school to help support your child's learning such as Speech and Language Therapists, Early Years Specialist Support, Occupational Therapists and Physiotherapists. • Updating the school's SEN register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible. Parents may contact the SENCo directly having spoken to the class teacher, to share any additional information you feel may be relevant. The Headteacher and SEN Governor also have overarching responsibility for SEN across the school. Their responsibilities are outlined here: Headteacher Responsible for: • The day-to-day management of all aspects of the school, this includes the support for children with SEND. She will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met. • She must also make sure the Governing Body is kept up to date about any issues in the school relating to SEND. SEN Governor Responsible for: • Responding to any issues raised by parents and/or staff with regard to any issues in the school relating to SEND. • Act as a critical friend to the Headteacher and SENCo.
2. How does the school know if children need extra help and what should I do if I think my children has special educational needs?	At St Saviour's, children are identified as having SEN through a variety of ways: • Liaison with a previous school/nursery • The child is performing well below age expected levels • Concerns are raised by a teacher • Concerns are raised by a parent • Liaison with external agencies, such as Speech and Language Therapy and Early Years Specialist Support • Health diagnosis through a paediatrician or other qualified health practitioner.
3. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?	We are committed to setting up good relationships with our families that will enable us to work together to support your child at school. If a parent or teacher has concerns about a child's progress and targeted teaching has not met the child's needs, the teacher may raise this with the SENCo.

	The class teacher may also talk to you about any issues during a parent/teacher consultation meeting. We have regular termly meetings with each class teacher and senior staff to ensure all children are making good progress. This may lead to a child being identified as not making as much progress as expected. If this is the case, we will make a decision about whether to monitor progress or set up an intervention group to support learning. If the child is still not making expected progress the school will discuss their concerns with you and decide upon any further interventions or referrals to outside professionals that may support your child's learning. The SENCo may also contact you and arrange a meeting to discuss your child's difficulties with learning, to gain your perspective on home life and to share any possible support strategies the school might be considering.
4. How will the school consider my views and those of my child with regard to their difficulties with learning, special educational needs or disability?	We believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussion. We also believe that it is important to understand your child's views on any difficulties they may experience with their learning. You will be able to share your views and discuss your child's progress with your child's teacher at our parent meetings and with our SENCo as necessary. If your child has an Education, Health and Care Plan (EHCP) you and your child will be able to share your views when you receive their termly Personal Profile as well as at the Annual Review of their EHCP.
5. How does St Saviour's ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?	At St Saviour's we believe that your child's learning needs will first be met through high quality teaching delivered by their class teacher. The SENCo supports staff with planning for children with SEN and holds an additional post graduate qualification. • Our School Development Plan identifies training needs for all staff to improve the teaching and learning for all children including those with SEND. Training takes place on a regular basis. If you would like to know more about training which is currently taking place or has taken place, please speak to our Headteacher
6. How will the curriculum and school environment be matched and adapted to meet my child's needs?	At St Saviour's, we believe your child's learning needs will initially be met through high quality teaching which is delivered by their class teacher. We carefully plan our curriculum to match the age, ability and needs of all children in order that they can access their learning as independently as possible and experience success. All teachers adapt lessons according to the needs of all children, using different strategies, resources or outcomes to meet each child's learning needs. When necessary and appropriate, additional specialist advice may be sought from outside agencies for example, SEN Outreach Services. We regularly review accessibility to ensure all children have the fullest possible access to both the curriculum and our school site.
7. What types of support might be suitable and available for my child?	The type of support given depends upon the nature of your child's needs. Our provision matches the four areas as defined in the SEN Code of Practice 2015: • Communication and interaction • Cognition and learning • Social, Emotional and Mental Health

	• Sensory and/or Physical needs At St Saviour's, we have a 3-tiered, Graduated Approach to supporting your child's learning: 1. **Universal offer:** This is the high quality teaching all children receive from their class teacher that includes a range of carefully selected adaptations to meet the learning needs of the children. 2. **Targeted:** At times, it may be appropriate for additional provision to be put in place to remove or reduce any barriers to your child's learning, such as a specific intervention or small group tasks. This may be run in or outside the classroom. It may be led by a teacher or more often a Teaching Assistant (TA) who has been trained in a particular intervention. This would mean having regular group sessions with specific targets to help your child to make increased progress. **Specialist**: It may be necessary to seek specialist advice and long-term support from professional agencies outside the school, in order to plan for the best possible learning outcomes for your child. If specialist advice is sought you will be asked to give your permission for the school to refer your child to a specialist professional such as a Speech and Language Therapist or Community Paediatrician. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. In some cases, it may be necessary to apply for Top-Up Funding or an Educational Health and Care Plan (EHCP). Top-Up Funding allows us to apply for additional financial assistance, in order to provide a higher level of support that cannot be provided from the budget available to the school, to meet your child's needs. Where children need a particularly high level of individual or small group support (in excess of 24 hours each week) that cannot be provided from Top-Up Funding, then an application for an Education, Health and Care Plan (EHCP) will be made. Requests for Top-Up Funding and EHCPs can be accepted or refused by the SEN department depending on their judgement of whether the child's needs meet the threshold for additional funding that is not covered by the school budget.
8. How will you support my child to reach their learning outcomes?	The SENCo oversees all support and progress of any child requiring additional support in school while the class teacher plans and works with each child with SEN in their class, to ensure progress is made. Personal Profiles will be drawn up with, and for, children who are identified as having a barrier to learning. Their names will also be recorded on the SEN Register. For the Personal Profile, outcomes will be identified, strategies suggested and progress against outcomes reviewed termly. There may be a Higher-Level Teaching Assistant (HLTA) or Teaching Assistant (TA) working with your child, either individually, or as part of a group to support your child to reach their learning outcomes. External agencies and specialists may also review your child's progress and work with school staff suggesting new strategies and ways to adapt their planning and teaching to meet your child's needs.

	The class teacher will meet with parents at least on a termly basis (this may be part of parents' evening) to discuss your child's needs, support and progress. The SENCo is also available to discuss the support your child is receiving at these times.
9. How will we measure the progress of your child in School?	Your child's progress is continually monitored by their class teacher and their progress is formally reviewed every term. A variety of methods are used to gather information about the progress of your child including observation, discussion and standardised tests which may be used to measure progress in maths, reading, grammar and spelling. If your child is in Year 1 or above, but is not yet at National Curriculum levels, they will continue to be assessed using the Early Years Foundation Stage Curriculum. • At the end of Key Stage 1 (Year 2) children are formally assessed using Standard Assessment Tests (SATs). • At the end of Key Stage 2 children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and results are published nationally. Those children who are judged as being unable to meet key stage requirements will be assessed using pre-key stage standards. The SENCo will also monitor the progress your child is making in any individual or group interventions that they take part in. Children with an EHCP, Top-Up funding or receive SEN Support will have a Personal Profile, outlining suggested outcomes and strategies for their achievement. This will be reviewed and shared with you every term and appropriate outcomes assessed and updated for the next term. The progress of children with an EHCP is formally evaluated at an annual review, to which all those involved with the child's education, including parents and specialist teachers/therapists, are invited. This is also an opportunity for the child to share their thoughts, on their progress across the year and think about next steps, with all present.
10. What opportunities will there be to discuss my child's progress?	At St Saviour's, we strongly believe that your child's education should be a partnership between parents and teachers and we aim to keep communication channels open. We have an open-door policy where you are welcome to make an appointment to see your child's teacher and the SENCo. We can offer practical advice on ways that you can help your child at home. This is additional to our parents' evenings held across the year.
11. What is an EHCP and who can request one for my child?	The purpose of an Education, Health and Care Plan (EHCP) is to make special education provision to meet the needs of a child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare for adulthood. It provides funding to help meet their agreed outcomes and educational needs. This process may begin with your child being identified by the SENCo as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school or additional Top-Up funding.

	Usually, your child will also need specialist support in school from professionals outside the school. The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that must be provided for your child. After the school have sent a Child Profile ECHP request to the Local Authority (LA) with information about your child, including some from you and any other professional services involved, for example, speech and language or paediatrics, the LA will decide whether they think your child's needs (as described in the paperwork provided), are complex enough to continue with the needs assessment process. If this is the case, all professionals involved will be asked to contribute further reports that will be used to inform the contents of the EHCP. If the LA decide not to issue an EHCP you can contact the Together Trust to begin a mediation and appeals process. Details about this process, including contact information, are provided in the decision letter you will receive from the LA, along with the reason they have decided not to issue an EHCP. The EHCP will outline the provision that must be provided by the school to support your child. It will also have long and short-term goals for your child. An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. You, or the school, can request that the Local Authority conduct an assessment of your child's needs. This **may** lead to an EHCP being issued, if the Local Authority feel the need is severe enough to warrant a high level of additional support that can only be met through extra funding which comes with an EHCP.
12. How will you help me support my child's learning?	The class teacher is always available, by appointment, to discuss your child's progress or any concerns you may have. This is also an opportunity to share information about what is working well at home and school, so that successful strategies can be shared. The SENCO is available to meet with you, by appointment, to discuss your child's progress or any concerns/worries you may have that cannot be addressed by your child's class teacher. Suggestions may be made regarding useful strategies and additional support at home which may help your child in their learning. All information from outside professionals will be sent to you and the specialist involved directly. Personal Profiles will be reviewed each term in the light of progress. Homework may also be adapted to suit your child's individual needs.
13. How is support allocated to children and how do they move between the different levels of support in school?	The Head, in consultation with the school Governors, decides on the budget allocation for special educational needs and disabilities on the basis of needs of the children in the school. The Head teacher and SENCo discuss all the information they have about SEN in school, including: • children who currently receive extra support • children who need extra support • children who have been identified as not making expected progress

	• the effectiveness of the school's current interventions and provisions From this, an Action Plan is written that shows what additional or alternative interventions, resources, staff training, equipment and support are needed. All resources/training and support are reviewed regularly and changes made as necessary. The budget is allocated on a needs basis. The children who have the most complex needs are given the greatest level of support, often involving a TA partially funded by the local authority through their EHCP.
14. How will the school know that the funding has made a difference to my child's learning and how can I, and my child, be included in this review process?	If a child has an EHCP, we will review outcomes on their SEND Profile and Personal Profile and ensure these are being addressed. We will monitor the progress of your child, comparing this to national age expected averages. Your child's progress will be assessed in terms of both their regular learning and with regard to specific intervention programmes. The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and, if not, adaptations are made. Children may move off the SEN register when they have made sufficient progress. You and your child will be kept informed and are encouraged to be actively involved in all stages of this support.
15. How have we made the school physically accessible to children with SEND?	As our school, with the exception of 2 classrooms, is all contained on the ground floor, it is accessible to children with physical disabilities. There is a wheelchair accessible toilet. We ensure that equipment used is accessible to all children regardless of their needs.
16. What support will there be for my child's happiness and well-being? What is the pastoral, medical and social support in school?	At St Saviour's, we believe that being happy and having high self-esteem is crucial to a child's well-being. We have a caring, understanding team working with our children. We are an inclusive school; we welcome and celebrate diversity. The class teacher has overall responsibility for the pastoral, medical and social welfare of every child in their class; therefore, this would be the parents' first point of contact if there are concerns. All children are encouraged to recognise and share their feelings, whether this is directly with an adult or through the use of the Zones of Regulation. If further support is required, the class teacher liaises with the SENCo for further advice. Those children who need additional strategies with self-regulation are supported to produce a toolkit of strategies they can use. This may be part of an emotional literacy intervention, or additional support within school. Further support may be provided by working alongside outside agencies such as Health and Social Care, CAMHS and/or Specialist Educational Outreach services.
17. How does the school manage administration of medicines?	The school has a policy regarding the administration and managing of medicines on the school site. It is published on our website. Parents need to contact the Clerical Assistant if medication is recommended, by Health professionals, to be taken during the school day.

	The Head will make a decision on each individual case as to whether it is appropriate for a named adult to administer the medication within the school day, or for a parent to come in to do so. On a day-to-day basis our Clerical Assistant generally oversees the administration of any medicines. As a staff, we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations.
18. How is my child included in all the same activities as their peers?	We are an inclusive school and are committed to providing equal opportunities for all children. All children have access to lessons, school clubs, educational trips and residential school journeys. We strive to make 'reasonable adjustments' to ensure that children with SEN and/or disabilities can be included in as many of these as possible and that these activities are a successful experience for all children. Before any off-site activity occurs, a risk assessment is conducted to ensure the health and safety of all those taking part will not be compromised. In the event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school.
19. How will St Saviour's support my child when they are moving onto another class or school?	At St Saviour's, we recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is a smooth as possible. <u>When moving classes in school:</u> Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All support plans will be shared with the new teacher. The child will also be provided with a social story giving information about the new teacher and classroom where necessary. During the final week of the school year, a transition morning takes place so all children have the opportunity to spend time in their new classroom with their new teacher. <u>If your child is moving to another school:</u> The SENCo will support parents, as appropriate, when choosing secondary schools. We will contact the new school SENCo and ensure they know about any special arrangements or support that needs to be made for a child. We will make sure that all records are passed on as soon as possible and that there is still opportunity for ongoing communication as needed. <u>Secondary Transfer:</u> For our Year 6 children with SEN, we will contact the SENCo of the secondary school the child will be attending, to discuss their specific needs and share information and records. In some cases, staff from the new school may visit your child whilst they are still in Year 6 to observe successful strategies and expectations already in place. <u>Preparation for the child:</u> When beneficial to the child, we prepare a social story or transition booklet with pictures of the new people, places and routines. We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. Where possible transition visits are arranged to familiarise the child with new buildings, staff and expectations.

	If your child has an EHCP an annual review will be planned and staff from the new school will be invited to attend.
20. How will my child contribute their views?	At St Saviour's, we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the Student Council; which has an open forum for any issues or viewpoints to be raised. Children who have Personal Profiles, discuss and help set their targets, where appropriate, with their class teacher and the SENCo. There is an annual pupil questionnaire where we actively seek the viewpoints of children, especially concerning being able to speak to an adult if they are worried. If your child has an EHCP, their views will be sought before any review meetings.
21. Who can I contact if I have a complaint about the SEN provision for my child?	Initially, a discussion with your child's class teacher and/or SENCo will be able to address concerns. Parents have the following rights of redress, should the school, governors or LA fail in its duty to provide for their child, or if you, the parent, disagrees with a decision or feel that there is discriminatory practice. These are: • The school or LA complaints procedures. • The Together Trust. (The disagreement resolution service for disagreements between parents and the LA.) • OFSTED (when the disagreement concerns whole school SEN provision, not individual children, and where the complaints procedures have not resolved the complaint). • An appeal to the SEND First-Tier Tribunal about EHCP decisions and/or disability discrimination. This must follow mediation, through the Together Trust. • The LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedures). • The Secretary of State (for complaints against schools or LAs).
22. If I have any other questions about my child at St Saviour's Primary and Nursery School who can I ask?	At St Saviour's, we are very happy to speak with you about any aspects of your child's education. It is best to speak to one of the following in this order: The class teacher The SENCo: Mrs Allen The Deputy Head: Mrs Heaton The Head: Mrs Baird

Further information regarding Special Educational Needs can be found in Cheshire West and Chester Local Offer: https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948