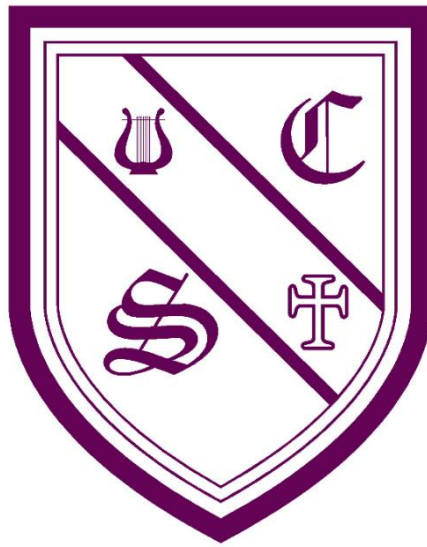


St Cecilia's Catholic Primary School

SEND Information report



*With Jesus as our guide and walking by our side,
we learn to love and love to learn."*

Date of policy:	September 2026	Reviewed: September 2027
Signed by:		
<i>S. Hurst</i>	Headteacher	Date: 29/9/26
<i>J. Kilburn</i>	Co-Chair of governors	Date: 29/9/26
<i>L. Fogarty</i>	Co-Chair of governors	Date: 29/9/26

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SENCo: Ms A Lea

The School's Local Offer Contribution can be found at:

<https://fisd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=MMY5PTWU9NI&localofferchannel=8-4>

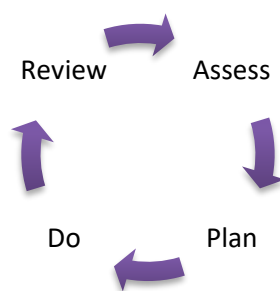
Our SEND Vision

We pride ourselves in providing inspiring and nurturing SEND provision which meets all the varying levels of need. High-quality teaching is a priority for all pupils in our school including those with SEND. Adaptive teaching is used as a method of meeting the needs of all learners whilst maintaining high expectations. All learners are encouraged to access the same curriculum content if appropriate. We have high aspirations and a clear understanding of our SEND pupils' individual needs which are recorded in pupil profiles. We choose and plan activities and experiences for our SEND learners based on these to achieve the best possible outcomes.

Our Approach as a School:

As a Catholic School, everything we do is underpinned by Christian Values, our school mission statement and our vision to create a nurturing school community where children succeed and are proud of their achievements. 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 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 identified vulnerabilities and special educational needs/disabilities (SEND)

Assess: Assessment is a regular on-going formal and informal process undertaken by all who are involved with the child including: the child themselves, their parents/carers, teachers, support staff and outside agencies as appropriate. Teachers use termly assessment information, alongside classroom observations and discussions with other staff members, to inform their differentiated approach to teaching and learning.

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Plan: Teachers adapt the curriculum, plan appropriately tailored lessons and provide specific provision for children whose needs were identified at the Assess stage. Children with SEND have an individual Pupil Profile which supports this personalised planning.

Do: 'Quality First Teaching' is the starting point for all children, delivered by skilled and dedicated staff. Teachers, Teaching Assistants, outreach staff, sports coaches, pastoral team and other school-based support staff, carry out intervention sessions. All interventions are quality assured by the SENCo and Deputy Headteacher and entry and exit data is reviewed at the start and end of the intervention.

Review: Teachers reflect on the provision in their class and review the progress made during termly pupil progress meetings. The progress of children with SEND is reviewed by the teacher, together with the child and child's parents/carers, and included on the Pupil Profile. This is then shared with the SENCo/Deputy Headteacher to review the impact and effectiveness of intervention programmes. Targets are reviewed and new ones set.

Having consulted with children, young people and their parents, all 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.

SENCo works with the Head teacher, Deputy Headteacher and classroom teachers to hold progress meetings 3 times a year.

Any external agency working regularly with a child liaises closely with the child's teacher, SENCo and parents/carers to ensure a consistent and coordinated approach to meeting the child's needs.

Special Educational Provision: Our school provides support for pupils across the four areas of need as laid out in the SEND code of Practice 2015. These are:

- Communication and interaction:

The support at school for those with a speech, language and communication difficulty is provided by:

- 'Quality First Teaching',
 - Using children's interests as a vehicle for planning appropriate tasks and activities;
 - External agencies such as OSSME; Together Trust; EP service, Journey With me; SALT; Play therapy; SENISS and referrals to occupational therapy;
 - Specialist teaching assistants;
 - SEND Advocates;
 - Therapy rooms, Nurture Base and Sensory rooms provide an engaging setting to support our pupils with social communication difficulties;
 - The Social, Emotional & Inclusion and Wellbeing Manager and SEND support assistants provide social communication support through therapy and targeted intervention such as: Sand therapy; ELSA; Draw and Talk and WELLCOMM.
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- 1:1 SEND adult support; daily sensory circuits and Lunch club;
- Adapted teaching & learning is planned for to meet the needs of all children including children with SEND needs;
- Access to sensory regulation resources;
- Use of visuals to ensure clear non-verbal communication: social stories, now and next cards, task planners visual timetables and use of timers.
- Sensory circuit is offered every morning to support pupils to improve their levels of attention and focus and to start the day positively; sensory circuits also run throughout the day for individual pupils.
- When needed, a personalised and adapted timetable will be put in place to support a neurodivergent pupil .

Cognition and learning:

The school provides support for pupils with Cognition and Learning difficulties through inclusive classroom practice, targeted interventions and additional support from appropriately trained staff:

- 'Quality First Teaching'.
- using children's interests as a vehicle for planning appropriate tasks and activities.
- Interventions supported by educational research.
- Early identification and screening strategies.

We have one HLTA and 5 LSA's who are degree-educated, 4 of whom have teacher status. They deliver quality intervention/support to the SEND pupils as well as in class support. Our Inclusion and Wellbeing Manager has a BA Hons in Applied Social Studies.

These intervention programmes are tailored to individual needs which are determined using the Assess, Plan, Do, Review approach (see above.) Various teaching styles and adapting planning to meet the children's needs in each class is the norm.

PIVATS and precision teaching is used as a teaching and assessment tool for personalised learning. Specialist resources to enable access to the curriculum e.g. adapted computer screens, coloured overlays, pencil grips, sloping boards to write on, electronic dictionaries, iPads, screen dividers, booster cushions, fidget toys, brain breaks.

Access to advice, support and training for both staff and children from a range of outreach providers include: Educational Psychologist; SENISS; ASD support (OSSME); Play Therapy; Advanced Solutions; LivPaC; SENDIASS; ASD training team; The Isabella Trust.

- Ongoing dialogue with all outside agencies involved with children and their families
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- Social, Emotional and Mental Health

Our vision is to create a nurturing school community where children succeed and are proud of their achievements.

We are proud to be recognised as a School of Excellence for Inclusion and to hold the Inclusive Quality Mark (IQM) School of Excellence status.

The support at school for those with a Social, Emotional and Mental Health difficulty is provided by:

- 'Quality First Teaching';
 - The Inclusion and Wellbeing Manager is trained and experienced in supporting children with social, emotional and mental health difficulties;
 - Lunchtime club and our Inclusion Base is offered for children who find certain times of the day challenging and the mainstream environment over stimulating.
 - Our own school ELSA and Inclusion and Wellbeing Manager offer individual and group therapies to suit the needs of our pupils throughout the day;
 - The SENCo, SEMH lead and Lunchtime TA's are visible during lunchtimes to offer support; the outdoor classroom is available to use.
 - Numerous staff are trained in bereavement support and follow the Rainbows programme for children affected by loss;
 - 'Seedlings' and MHST support SEMH within school setting;
 - We have a school-based therapy room where a play therapist provides support;
 - Relax/mindfulness activities provided after breaks or when the needs arises using consistent techniques recommended by RELAX Ed resources; movement breaks also promoted in between lessons.
 - Weekly circle time and PSHE sessions in each class;
 - Our Journey with me practitioner works with pupils who require support with emotional regulation;
 - Sensory circuits take place every morning for identified children;
 - Therapeutic classrooms;
 - Our whole school response to mental health is called ROAR and is embedded in school and all staff are trained to use the ROAR materials in the classroom, the ROAR rainbow is used every morning to monitor the pupils emotions and feelings; Zones of Regulation is used to support pupils in identifying and reflecting on their emotions. Pupils are then guided to use appropriate self-regulation strategies, with individual toolkits available to help them manage and move through these feelings.
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- Breakfast club is available for all children in school. KS2 pupils receive toast every morning and children in Early Years and KS1 receive milk and fruit daily during 'snack time';
- Our sports specialist leads on playground games during lunchtime and takes vulnerable groups for extra PE sessions and movement breaks for small groups of children who need breaks during the day.

- Sensory and/or physical needs

The support at school for those with a Sensory and/or physical difficulty is:

- 'Quality First Teaching';
- Visual timetables and cues used in every class;
- Therapeutic classrooms;
- Careful consideration of lighting and positioning of pupils in the classroom with a visual or hearing impairment;
- The following aids are offered in school: pencil grips, sloping boards, wobble cushions, screen divider, cushion support, Magnifiers, Sensory lights in therapy room, ear defenders, support chairs; fiddle toys and chewy pencil toppers;
- Good communication with the Visually impaired services and school nurse;
- Ensuring accessibility to school is in line with current legislation-Accessibility Plan; Specialist resources – grab rails in toilets, ramps.
- A sensory circuit is provided by the Inclusion and Wellbeing Manager every morning for children with sensory and/or physical needs.
- The school's Accessibility Policy details our physical provision such as ramps to access the school building, disabled toilets and an accessible school canteen.
- Ongoing professional development equips staff to support pupils with sensory and physical differences.

As of September 2026, we have 74 children who are SEND, this is 17.9% ; 11 pupils have an EHCP 2.7%.

We have both internal and external processes for monitoring the quality of provision and assessment of need. These include L.A. Moderation, analysis of teacher assessments, data analysis, ASP, PIVATS trackers, analysis of intervention programmes (entry and exit data), assessments such as PIVATS , learning walks, book scrutinies, pupil voice, provision maps.

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The SENCo and Inclusion Manager communicate daily to discuss emerging SEND needs, identify priorities and coordinate appropriate support and actions. CPOMS is used highly effectively by staff to record and raise SEND concerns directly with the SENCo and Inclusion Manager, ensuring that concerns are identified and responded to promptly. The Senior Leadership Team also meet weekly to review and discuss the needs of vulnerable children and ensure appropriate support and provision is in place.

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: Open door policy allowing parents/carers to access their child's teacher/SENCo or Headteacher if they have a concern or need advice; the SENCo is available at the school gate every morning.

Action/Event	Who's involved	Frequency
Parents Evenings/conference	Class teacher, Parent, Child	Three times a year.
Pupil Profile Reviews	Class teacher/SENCO, Parent/Carer/Child.	Three times a year formally, but as required if a need arises.
SENCO Meetings/Reviews	SENCO, Parent/Carer, Child (if applicable)	Dependent on child's needs or necessary reviews.
Referrals made to the Neurodiversity pathways.	SENCo & Parent	When required
Training/Information for parents	Mental health team, Parents, SENCo	Throughout the year on school Instagram and school website; parent app and Arbor email; Tapestry & Dojo.
Transition Meetings	Child, Parent/Carer, SENCo, Mental Health Team, Staff from previous/next setting, outside agencies as appropriate.	At positions of transition, e.g from EYFS – year 1; key stage 1-2 and key stage 2-3, year group transfer, moving to a new school.
Family Help TAF	Child, Parent/Carer, Class Teacher, Pastoral Team, SENCo, key agencies.	As required; every 12 weeks.
Education Health and Care (EHC) plan reviews	Child, Parent/Carer, Class Teacher, Pastoral Team, SENCo, outside agencies as relevant, L.A representatives.	Yearly or as required.
Application for top-up funding	Child, Parent/Carer, Class Teacher, Pastoral Team, SENCo, outside agencies as relevant, L.A representatives.	As required.
ASD Team and MHST parent/carers coffee mornings.	ASD Team/ MHST Parents/ carers SENCo's	Termly

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Staff development and Qualifications

St Cecilia's Catholic Primary School are committed to developing the ongoing expertise of our staff. All teaching staff have appropriate teaching qualifications and are educated to degree level. The Governors, Headteacher and SLT are committed to the ongoing professional development of all staff. The SENCo has achieved the postgraduate certificate in SENCo and the Headteacher has achieved the NPQH qualification. Several teachers have successfully completed a range of NPQs. Two members of staff have qualified as SEND Advocates and two are EAL Advocates. Our LSA's have relevant qualifications and expertise to support our pupils' learning; see table below:

Initials of person	Area of expertise	Level of Qualification (<i>i.e. Masters, NVQ, Degree, HLTA</i>)
NL	HLTA; Year 6 Booster. Classroom TA Phonics teacher	NVQ3 HLTA
CG	Whole class cover Supporting children in class Intervention programmes: First Class at Number 2 1:1 high needs experience.	NVQ3 Apprenticeship in supporting teaching and learning in schools
N Mc	Yr4 classroom TA	Teacher status, postgraduate certificate and bachelor of arts.
E R	Yr 5 classroom TA	Level 3 Diploma in supporting Teaching & Learning
KT	1:1 SEND support assistant	BA Early Childhood Studies Level 2 TA Paediatric First Aid Trained
GA	Whole class cover Supporting children in class Assists diabetic medical needs. 1:1 high needs experience. First Aid Trained	NVQ3 Apprenticeship in supporting teaching and learning in schools Dyslexia course First Aid Certificate
LT	Supporting children in class Daily reading. Allotment support worker. Assists diabetic medical needs. First Aid Trained	NVQ2 & NVQ3 Apprenticeship in supporting teaching and learning in schools. First Aid Certificate
JH	Whole class cover, Art& display. Supporting children in class Intervention programmes-1 st class of number. Phonics teacher 1:1 high needs experience.	NVQ3 Apprenticeship in supporting teaching and learning in schools
B P	Year 6 TA SEND Advocate	Level 3 NVQ Emergency First Aid

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NS	Whole class cover. Support in class. Rainbow facilitator. ELSA	Teaching status
CC	1:1 High needs SEND support ASD experience	Training with the Liverpool ASD team.
CR	Nursery TA Paediatric First Aid Trained	NVQ level 2 &3 Paediatric first aid trained.
Louise McDermott	Nursery TA	Degree in Primary Early Years education Level 6 QTS
LH	1:1 SEND support assistant	NVQ Level 2
JE	Reception TA Paediatric First Aid Trained	NVQ Level 3 Paediatric first aid trained.
HG	Reception TA Paediatric First Aid Trained	NVQ Level 3 Paediatric first aid trained.
AB	Yr1 Class TA Outdoor Learning TA	Nursery Nurse Level 3 Defibrillator trained and first aid.
L Mck	Yr1 Class TA	NVQ Level 3
K O'Sh	Yr2 Class TA	BA honours in Education/SEND QTS in early years primary teaching. Positive Handling training
A Mc	Yr2 Class TA	HNC in early childhood studies Nursery Nurse NNEB level 3. Paediatric first aid trained. High scope trained. PECS (Picture Exchange Communication System) trained. Positive Handling trained.
LQ	Inclusion and Wellbeing Manager :In class support; 1:1 support in class; Therapies; PSHE teaching; Attendance, Supervision.	Level 4 Diploma in Therapeutic Counselling BA Hons in Applied Social Studies Foundation Certificate in Advanced practitioner in Drawing and Talking. Qualified Advanced designated Inclusion and Wellbeing Manager.

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JW	Key stage 1 SEND support assistant	Level 3 TA. Level 2 understanding Autism Level 2 SPLD
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The SENCo attends training courses led by the Local Authority and the School Improvement SEND Briefings during the year. The SENCo has achieved the NASENCO (postgraduate certificate for SEND Co-ordination). In order to keep up with local and national agenda, the SENCo attends regular consortia meetings. Good links with neighbouring schools have been forged the SENCo and good practice is shared. All staff at St Cecilia's Catholic Primary School have received training related to aspects of SEND, including: restorative thinking training, Understanding Attachment, Working towards an ASD friendly School, PIVATs training, Mindfulness, RELAX kids, Pupil profile updates, Current SEND updates, Positive Handling, Epi pen training, Asthma training, Dyslexia training, Sensory Circuit training, Speech and Language Training, selective mutism, Cerebral Visual Impairment, Gestalt Language Processor, Blank level questioning, Graduated Tool kit and much more.

Every year a group of Year 6 pupils are trained to become Resilience Champions with the ROAR ROCKET training team in partnership with CAMHS. These children are mental health advocates and support our whole school approach to mental health.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff, class teachers and mental health team to ensure children achieve the best outcomes, this includes supporting children in gaining independence and being prepared for the next stage of their lives and for adulthood from the earliest possible age. The strengths and skills of support staff are taken into account when allocating them to classrooms, groups of children and individual children. All support staff have received training in Monster Phonics. Quality interventions delivered by trained LSA's are quality assured by the SENCo/ Headteacher/Deputy head teacher. Subject leaders plan the curriculum to meet the needs of SEND pupils and through monitoring of books, pupil voice and learning walks, they monitor the progress of SEND. Entry and exit data is used to assess the impact of all SEND interventions.

Finance

The notional SEN allocation for the Primary school in 2025-2026 was £207,106 and 2026-2027 is £205,274

Funding will be utilised to support progress over time for identified children. Examples include contribution to:

- Additional SEND support staff;
- 1:1 high needs support staff
- Commissioned external services (SENISS/Educational Psychologist);
- Outreach provision;
- Resources to support learning eg laptops, phonics, IDL. iPads, Sensory circuit equipment, Drawing and Talking, Sand therapy equipment, Sensory toys,
- Additional teaching resources;
- Training;

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- Sensory equipment;
- Provision for pupils with EHCPs, contributing towards the first £6,000 of their additional provision

We believe this will benefit our pupils and their families in the following ways:

- Ensuring 'Early Identification'
- Using a personalised approach ensures the provision they receive is tailored to their needs.
- The development of our SEND team has helped increase our communication and collaboration with staff, pupils, parents/carers and outside agencies. This has meant targeted intervention has taken place.
- Relevant staff training ensuring highest quality provision in each classroom.

The Inclusion Manager and SENCo work with children and their families to improve their well-being and remove barriers that may impact on their learning. Therapies are offered to children identified with specific needs.

School External Partnerships and Transition Plans

The school works closely with a range of external partners.

A full list of our external partners can be found in our contribution to the Local Offer.

Our academic assessment for children with special educational needs is moderated through our cluster of schools and neighbouring partners.

Each year, we support a number of children with SEND transition to the next phase in education.

Our approach involves:

- Attending School Improvement Liverpool's Transition Event in June to liaise with secondary school staff.
- Additional transition days at feeder secondary schools for vulnerable children to attend.
- Full report on children's needs and friendship groups passed on to feeder schools.
- SENCo/ Inclusion and Wellbeing Manager will visit schools to liaise with staff regarding a child/family and any specific needs.
- Robust transition procedures between Key Stages.
- Additional SEND children, including those who join our school mid-year, are welcomed regularly. We work closely with their previous schools to ensure a smooth transition, with all relevant information shared to support their needs effectively.
- Transition between year to year are carefully planned for with extra visits for the more vulnerable SEND pupils.

We closely monitor children and young people's destination data.

Complaints: This year we have had 0 number of complaints that were dealt with following our schools policies and procedures.

If you are not happy with the SEND provision at our school, then please contact the class teacher, SENCo or Headteacher to share your concerns. If you wish to make a complaint please follow our school complaints policy which you can find on our school website, or request a copy from our school office

The school's complaints policy can be found on our website.

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What has worked well in 2025-2026

- Successfully maintained our second year as a School of Excellence for Inclusion, accredited through the Inclusion Quality Mark (IQM), following a successful external assessment.
 - The Primary SENCo has ensured that all pupils with SEND have experienced well-planned and carefully managed transitions between year groups, supporting continuity of provision and minimising anxiety and distress. Information is shared effectively between staff to ensure that pupils' individual needs, strategies and successful approaches are understood and consistently implemented as they move from year to year.
 - The performance of the SENCo in collaborating with children, parents, staff, and newly appointed SEND support assistants, as well as coordinating agency SEND staff on a daily basis, to meet the needs of all children.
 - Working closely with SEND pupils and their families, including establishing positive relationships with new families joining the school.
 - The SEND team have delivered highly effective supportive programmes, removing barriers to learning and enhancing the mental health and well-being of identified children.
 - Development and implementation of individual EHCP planners to clearly identify and meet the daily needs of high-needs pupils, ensuring that provision is carefully planned, consistently delivered and closely aligned with the provision and outcomes specified within each pupil's EHCP.
 - Improvements to EYFS environment including the development of the corridor areas into safe spaces for high needs children to receive sensory circuit, Attention Autism and Bucket time.
 - Outdoor learning spaces developed and embedded into school life;
 - Employment of SEND 1:1 support staff;
 - Family Help meetings;
 - Staff have received training in using Liverpool's SEND Graduated Approach Toolkit to support the needs of pupils effectively.
 - Sound buttons promoted to support memory recall and promote pupil independence.
 - Staff training/CPD;
 - CPD for SEND support staff
 - A school-based Seedlings therapist;
 - Journey with me practitioner working in school weekly with EYFS.
 - Beautiful New Beginnings established relationships with parents and staff.
 - The BIT team has provided support across EYFS, KS1 and KS2.
 - The SENISS practitioner collaborates closely with the SENCO to ensure effective SEND provision, support for pupils' needs and staff training and development.
 - Weekly circle time in class.
 - Pupils' needs have been effectively met through the successful implementation of EHCPs.
 - ASD training team and BNB parent coffee mornings;
 - Use of social media e.g school Instagram, website and Arbor to promote training, advice and support for parents and young people;
 - Training of the ROCKET Resilience Champions;
 - KS2 play buddies with KS1;
 - Daily sensory circuit;
 - Positive Handling Training for staff;
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- Paediatric first aid training for all of EYFS staff, deputy head and staff from KS1.
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Attainment: Yr6 SEND KS2 SATs 2026

2026: 9 SEND pupils **4 EHCP pupils**

Reading: 70%

High score 30% of SEND support

Average scaled score of SEN support 105

Non SEND 105

NATIONAL NON-SEND: IDSR is published

Writing: 40% of SEND support National 73% (all pupils)

10% Greater depth (SEND) National (all pupils) 13%

Maths: 70% SEND support

National: 75% (all pupils)

40% high score SEND

Average scaled score SEND support 105 National average 105

Average scaled score in Maths NO SEND was 103

National average NO SEND : IDSR not published yet

SEND Pupils Involvement in Wider Aspects of School Life:

Extra-curricular activities are offered to all our pupils. As a School of Excellence for Inclusion, we ensure that all children are encouraged to take part, with disability posing no barrier. Our school, classrooms, and activities are designed so that every pupil can learn, participate, and thrive together.

Strategic Plans for Developing and Enhancing SEND Provision 2026-2027:

- Implement the changes outlined in the SEND White Paper and the SEND reforms to ensure compliance and enhance provision for all pupils with SEND.
 - The SENCO will continue to engage in professional development in SEND and remain up to date with local and national developments by attending SIL SEND briefings and undertaking independent research and reading.
 - Review targets set through the Inclusion Quality Mark School of Excellence and develop new actions for the upcoming academic year.
 - Liverpool ASD training team and BNB to continue to develop relationships and signpost parents/carers at school's termly ASD coffee mornings;
-

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- Rigorous monitoring of pupil profiles across EYFS, KS1 and KS2.
- Staff to continue CPD in SEND and Inclusion;
- Embed the Zones of Regulation across all phases of the primary school and integrate them into PSHE planning to ensure continuity, progression, and regularity of teaching.
- ROCKET RESILIENCE CHAMPIONS to develop their roles across the school.
- Develop the EYFS Nurture Room into a fully sensory environment where neurodiverse children can access safe regulation and sensory input. The space will support the delivery of tailored sensory diets to meet individual needs and promote well-being and engagement and provide a safe environment for our high needs pupils who struggle to access mainstream classrooms.
- Support the mental health of 1:1 SEND support staff through daily check ins; offering short breaks when needed; ensuring there is effective communication between the SENCO's, class teacher and support staff and providing relevant SEND information on the high needs' pupils;
- To maximise the use of the school allotment and wider outdoor spaces as purposeful learning environments, enriching the curriculum while promoting pupil wellbeing, emotional regulation, physical development and a deeper sense of spirituality and connection with creation.
- Plan and celebrate Neurodiversity events to promote inclusion, celebrate differences, and foster understanding of diversity across the school community.
- Develop a supportive community of neurodiverse parents who feel confident to share their experiences, contributing to the learning and understanding of our pupils.
- Continue to improve the attendance and punctuality of SEND pupils by working collaboratively with families to identify barriers and challenges and providing support to ensure pupils attend school consistently and arrive on time.
- Develop adaptive teaching practices through engagement with the government's training offer for schools.
- Work closely and collaboratively with pupils experiencing Emotionally Based School Avoidance (EBSA) and their families, exploring and accessing support through Section 19 pathways where appropriate, while ensuring that provision remains responsive to individual needs and that we continually strive to provide the highest possible quality of care, education and emotional support at every stage of their journey.
- Implement tiered interventions (universal, targeted, intensive) as per DfE guidance.
- Develop and implement a comprehensive Inclusion Strategy aligned with current DfE guidance, clearly demonstrating how targeted funding and support, including the Inclusive Mainstream Fund, Experts at Hand and the EYFS Inclusion Fund, are utilised effectively to strengthen inclusive practice, remove barriers to learning and ensure that children and young people with SEND can access high-quality provision and achieve positive outcomes.

In preparing this report, we have actively gathered the views and experiences of staff, parents, children and young people through pupil profiles, progress data, pupil voice and regular professional dialogue. The SLT team meet weekly to review needs, provision and progress, while the Mental Health and Inclusion team work collaboratively on a daily basis to ensure that emerging needs are identified promptly and appropriate support is put in place.

Relevant school policies underpinning this SEND Information Report include:

SEND Policy

Pupil Premium Policy

Pupil Premium Allocation Funding Chart

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Behaviour and Discipline Policy

Teaching and Learning Policy

Assessment Policy

Safeguarding Policy

Medical needs Policy

Accessibility Policy

Equality Objectives.

Supporting children with medical conditions

Mental Health Policy

Children with health needs who cannot attend school

Legislative Acts taken into account when compiling this report include:

Children and Families Act 2014

Equality Act 2010

Equality Act 2010 Code of Practice (2026)

SEND Code of Practice: 0 to 25 years (2015)

Special Educational Needs and Disability Regulations 2014

Keeping Children Safe in Education 2026

Working Together to Safeguard Children 2026

Children's Social Care National Framework

Information Sharing Duty statutory guidance (2026)

Working Together to Improve School Attendance (2026)

Children Missing Education statutory guidance

Alternative Provision statutory guidance, where applicable

Statutory Framework for the Early Years Foundation Stage

SEND and Alternative Provision Improvement Plan

Relevant Department for Education guidance relating to inclusion, SEND, attendance, safeguarding, early help and supporting vulnerable children.

Date reviewed/presented to and approved by Governing Body:

Updated September: 2026

Review Date: September 2027
