



Special Educational Needs and Disability (SEND) Information Report

2026 – 2027

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'The Love of Christ Shines Here'

Our School is Christ-centred where Gospel values permeate our daily lives.

We extend our hand of friendship to the wider community in the spirit of love, peace and justice.

We create opportunities to celebrate the uniqueness of every child and nurture them through a stimulating and enriching curriculum.



Special Educational Needs and Disability (SEND) Information Report

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As of September 2026, we have 49 pupils receiving SEND support or provision through an Education, Health and Care Plan (EHCP). This represents approximately 23.6% of pupils on roll. School currently is operating below national and local averages. We have a number of students progressing through the statutory assessment process.

Types of Needs Provided For

The SEND Code of Practice identifies four broad areas of need. At Our Lady and St Philomena's we cater for all children whatever their needs.

Communication and Interaction

Communication and interaction needs usually centre on how children process, express, and relate to the world around them. A child with these needs might struggle to find the right words to share their thoughts, find it hard to understand multi-step instructions, or take literal meanings too far, making sarcasm and idioms confusing. Socially, this often looks like difficulty reading facial expressions, taking turns in conversation, or navigating group games during break time. When expressing feelings or understanding unwritten classroom rules becomes overwhelming, it frequently leads to frustration, withdrawal, or behavioural outbursts simply because the child lacks the tools to bridge the communication gap.

- **How We Identify Needs:** Identification takes place in a variety of ways: observations, parental concerns, WellComm assessments, and specialist assessments. As a school, our SENDCO teaches nursery and works closely with Reception, ensuring that our early identification is particularly strong, allowing support to be implemented quickly and efficiently.
- **How We Support Pupils:** All support is personalised and may include visual support (whole class and individual), structured routines, communication support, additional adult guidance, and specific plans designed by Speech and Language therapists within communication-friendly learning environments. From September 2022, the school started using WellComm to support speech and language needs throughout the school. This allows school to assess every child within Early Years annually, as well as children throughout Key Stage 1 and Key Stage 2 if they present with additional needs.
- **Provisions Used (Internal):** WellComm, NELI, Socially Speaking, Social Stories, Bucket Therapy, Intensive Interactions, Lego Therapy.
- **Provisions Used (External):** Speech and Language Therapy Services, Language Box, OSSME, SENISS Psychology Service.

Cognition and Learning

Cognition and learning challenges affect how children process, retain, and apply new information. These issues typically fall into two main categories: specific learning difficulties that impact targeted skills, or broader issues involving deficits in working memory or weak executive functioning, which leads to struggles with planning, organisation, and task switching. In the classroom, these hurdles often surface as slow work completion, task



avoidance, quick frustration, or off-task behaviour as children attempt to manage or mask their academic struggles.

- **How We Identify Needs:** Identification is primarily through a variety of formal and informal assessments delivered by teachers, including standardized assessments for reading and spelling, pupil progress monitoring, educational psychology involvement, and advice from specialist services.
- **How We Support Pupils:** Support offered to our pupils is carefully thought out and matched to each individual need, giving every child a chance of success. Strategies include high-quality adaptive teaching across all classes, precision teaching, small group interventions, scaffolding, pre-teaching, same-day intervention for immediate correction of misconceptions, adapted resources, and a variety of recording methods for those who struggle to write.
- **Provisions Used (Internal):** Precision teaching, Read Write Inc (virtual classroom and tutoring), executive memory interventions, TT Rockstars support, same-day literacy and numeracy interventions, additional adult support.
- **Provisions Used (External):** Educational Psychologist, SENISS, OSSME.

Social, Emotional and Mental Health (SEMH)

Children with SEMH needs may experience a wide range of social and emotional difficulties which manifest in different ways. These may include becoming withdrawn or isolated, or displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders, or physical symptoms that are medically unexplained. SEMH also encompasses conditions such as Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorders.

- **How We Identify Needs:** At Our Lady and St Philomena's we use a variety of methods to identify needs, including staff observations, concerns from parents and carers, attendance and behaviour records, assessments from external professionals, and pastoral records.
- **How We Support Pupils:** Our approach is always child-centred, with the well-being of the child at its core. We focus on emotional well-being, regulation, and relationships. Strategies used include key adults, pastoral support, regulation strategies, safe environments, adapted routines and expectations, opportunities for emotional literacy, and opportunities to build resilience. For all children with social, emotional, or mental health needs, the school provides a safe space where they know that whatever outburst or "meltdown" may occur, there is always an opportunity to try again.
- **Provisions Used (Internal):** Zones of Regulation, Lego Therapy, Social Stories, emotional well-being support from our Learning Mentor, daily check-ins with our Learning Mentor, access to our sensory room (Caterpillar Club).
- **Provisions Used (External):** Mental Health Support Team (MHST), CAMHS, Behaviour Intervention Team (BIT), Educational Psychologist.

Sensory and Physical

Children and young people with sensory or physical needs may require specialist support, physical access adaptations, or specialized equipment to access the curriculum. Needs within this category can range from visual impairment (VI), hearing impairment (HI), or multi-sensory impairment (MSI), to physical disabilities that affect mobility, coordination, or fine motor skills. Some children may have conditions that fluctuate over time or require ongoing health and medical support during the school day.

- **How We Identify Needs:** Within Our Lady and St Philomena's, needs are identified in a variety of ways: medical professionals, teacher observations, parental information, Occupational Therapists, Physiotherapists, school monitoring, and Educational Psychologists.



- **How We Support Pupils:** Children with physical and sensory needs have adaptations made which allow them to access the same learning, enrichment, and wider school life as their peers. They do this through reasonable adjustments to work and learning environments, adapted resources, specialist equipment, sensory breaks and resources, healthcare plans, and support required to access educational visits and extracurricular activities.
- **Provisions Used (Internal):** Calm corners, fine and gross motor interventions, sensory diets, access to sensory room, adapted classrooms and resources, specialist equipment, medical and healthcare support plans.
- **Provisions Used (External):** Occupational Therapy, School Health Service, OSSME, SENISS, medical professionals.

Identification and Assessment of SEND

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 of our learners. This is a whole-school approach and this report promotes how we underpin this practice across our classrooms, pastoral care, and support arrangements.

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

- **Assess:** Pupil progress is tracked termly. Children who have not made "expected progress" are identified and the class teacher/SENDCO prepare a plan to help these children progress. Parents/carers are consulted when necessary. In some cases, an outside agency may assess children (e.g., Speech and Language) to establish a child's needs.
- **Plan:** If placed on our SEND register, children have a child-centred "Pupil Profile" written specifically for them, to allow them to achieve identified outcomes as identified within school or by an outside agency. Identified outcomes will be established and shared with parents/carers.
- **Do:** The outcomes identified for children in their "Pupil Profile" may be achieved through Quality First Teaching, provision/resources within the classroom, interventions, TA support and/or adapted work, outside agency involvement, and support from an additional teacher. Teachers, teaching assistants, and outside agencies (where applicable) work through the provisions as identified.
- **Review:** The teachers, learning support assistants, and outside agencies (where applicable) work together to evaluate the effectiveness of provision for SEND pupils whom they support. If a child makes limited progress, outcomes and support are changed to suit the child's individual needs. Personal Pupil Profiles are updated every term or when a child needs new outcomes setting or is added to the register. A pupil with SEND will be assessed regularly by their class teacher or when required by an outside agency.

As a child's "Pupil Profile" is reviewed, the outcomes will be stated as achieved, partially achieved, or not achieved. Having consulted with children, young people, and their parents and carers, all our additional provision (internal or external) is based on an agreed outcomes approach. These are discussed with the professionals that offer the support to your child, holding both our internal and external providers and ourselves to account. All teachers are responsible for every child in their care, including those with special educational needs.



Consulting and Involving Parents and Pupils

If any parent or carer has a concern about the needs or progress of their child, the first port of call is to talk to the class teacher, who will be able to provide an insight into their progress and behaviour. Following this, if required, the SENDCO can be contacted either via the school office or email.

Parents and carers are regularly consulted to ensure that a real partnership is formed with the child at the centre. All EHCP annual reviews are arranged at a date and time that is convenient for the parent to attend, including after school if needed. Pupil Profiles are shared with parents every term; they have the opportunity to comment on them and share any concerns or queries that they have. Parents' evenings occur, giving them another opportunity to discuss any concerns that they may have. OSSME makes regular contact with parents of children that they are working with to ensure that everyone knows what is happening and the progress that is being made.

Children's thoughts and feelings are also considered. Every time profiles are edited, children who are able have the opportunity to share the things they like about school, things they don't, things they find hard, and any ideas that they have that may help them. At Our Lady and St Philomena's, we work very hard to ensure that all of our children have strong relationships with staff, ensuring that they feel safe and are able to share their thoughts and feelings throughout the year without the need for formal discussion.

Assessing and Reviewing Progress Towards Outcomes

Pupil progress is monitored continuously and reviewed formally every term across the school. Our assessment and review framework ensures that interventions remain effective and responsive to each child's changing needs. Class teachers, learning support assistants, and external specialists work together to track academic progress, personal outcomes, and engagement. We evaluate intervention effectiveness using standardized baseline assessments, termly progress tracking data, and qualitative feedback from pupils and parents.

For pupils with an Education, Health and Care Plan (EHCP), formal annual reviews are held in line with statutory requirements. These reviews bring together parents, school staff, Local Authority representatives, and external professionals to assess progress against long-term outcomes and set new targets for the year ahead. Personal Pupil Profiles are updated every term using the Assess-Plan-Do-Review cycle. If a pupil makes limited progress, support strategies and outcomes are revised immediately rather than waiting for the next termly review.

Transition Arrangements

There are numerous arrangements made within school to ensure safe and seamless transitions throughout school.

In Early Years, the half term before any child starts, contact is made both with parents and any setting that the children may attend. This allows parents to share any concerns that they may have or any professional involvement that they may have. A meeting or phone call with previous settings allows any concerns or adjustments that are made to be shared in a professional context. Before children start in September (for Reception children, the week before for Nursery children, and in-term transitions), parents are invited for a face-to-face meeting. This allows up-to-date information to be shared regarding the current needs of the children, builds relationships between parents and staff, and allows children to view the setting on a 1-to-1 basis. Following this, any reports or additional information not already supplied by previous settings are followed up, and any adaptations that need to be made can be put in place.

Throughout the school year, before each class moves on to their next teacher, meetings are held with the person who taught them previously. This allows staff to share any records that they have or any specific adaptations that they make for individuals in their class. This may include behaviour and healthcare plans alongside the child's most recent pupil profile. Each class also has a morning where we have a "move up day," allowing children to meet their new teacher and see their new class. For those for whom it is deemed



necessary, their new teacher will make more spontaneous encounters with them to build relationships before the transition actually occurs. For children working with 1:1 support, it is reviewed each year to see if they will benefit from a continuation of support from the same staff member or whether a change of staff will have a greater impact.

When moving to secondary school, alongside the meeting arranged by SIL in which Year 6 teachers and the SENDCO attend and speak to the SENDCOs of the provisions that children are moving to, the SENDCO reaches out to individual schools to speak in more depth about our children and their needs. This includes children who may not be on the SEND register but on the monitoring list, or those with a specific need that will aid transition. Alongside this, extra transition days are offered (if recipient schools can accommodate) for children for whom we anticipate transition may be more difficult.

Approach to Teaching and Adaptations

Our Lady and St Philomena's is an inclusive school, and our values reflect our commitment to having high expectations for everyone. We treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination. Everyone in our school is important and included. We offer a broad and balanced curriculum with high aspirations and expectations for all our children. The achievements, attitudes, and well-being of every pupil matter.

Summary of Classroom Adaptations

Category	Adaptation & Strategy Examples
Cognition and Learning	Clear supportive manipulatives on tables, displays that support learning, differentiated curriculum, robust Assess/Plan/Do/Review, specific teaching of PIVATs targets, tailored intervention programmes (e.g., IDL, Precision Teaching), silent signals.
Communication & Interaction	Access to vocabulary/word banks/visual aids, whole class/small group/individual groupings, visual timetables and prompts, sand timers, Social Stories, comic strip conversations, small group social skills, Lego Therapy, break-out desks/own work space, WellComm.
Social, Emotional & Mental Health	Restorative practices, Zones of Regulation, consistent routines and boundaries, positive reward systems (Dojos, special events, celebration assemblies), emotional literacy interventions, POWER intervention, support from Early Mental Health Practitioner, Seedlings.
Physical & Sensory Needs	Pencil grips, writing slopes, ear defenders, coloured overlays, reduced noise & lighting, wobble cushions, weighted blankets, sensory circuits, access to Caterpillar Club sensory room, visual aids, chewellery, Zones of Regulation toolkit, Dough Disco.



Staff Training and Expertise

Our SENDCO, Mrs Kate O'Brien, is in training for her NPQSEND (from September 2025), which will take approximately 18 months in total to achieve.

We are committed to developing the ongoing expertise of our staff. All members of staff receive regular training on different aspects of SEND. The SENDCO receives regular updates and training on SEND and changes in SEND legislation through School Improvement Briefings, PSP meetings and SEND Conferences.

Considerable thought, planning, and preparation goes into utilising our support staff to ensure children achieve the best outcomes; this includes enabling them to gain independence and preparing them for adulthood from the earliest possible age. Support staff also prepare and implement group interventions and one-to-one interventions in Key Stage 1 and Key Stage 2 over the school day.

In this current academic year (2026–2027), we have dates in the diary to train teachers on:

- Quality First Teaching
- The Code of Practice
- Executive Function
- Adaptive Teaching
- Graduated Response

More training will be added throughout the year as we continue to work with external agencies.

In the previous academic year (2025–2026), staff received training on:

- Rosenshine's Principles
- Edukey Provision Mapping
- WellComm assessments (selected support staff)
- Lego Therapy & Precision Teaching (selected support staff)
- Speech & language strategies for specific children (selected support staff)

Our support staff are deployed on a needs basis. This academic year, they are committed to delivering the support stipulated within EHCP documents and carrying out interventions as identified through our school provision mapping.

Evaluating Provision Effectiveness

Our school has officially been recognised as a Centre of Excellence; achieving the Inclusion Quality Mark for three years running.

As a caring school community, we know and value all of our children. We have ongoing teacher assessments and termly pupil progress meetings with members of the senior leadership team to identify those pupils making less than expected progress. The first response to such progress is high-quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCO and parents. A child may be added to our class "cause for concern" register to be monitored and reviewed.

In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress including attendance and other factors. This information gathering will include an early discussion with parents/carers and, where appropriate, the child. There begins a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited and revised. This leads to a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good



outcomes. This is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles. If the support needed can be provided by adapting the school's core offer, then a child might not be considered SEND nor placed on the SEND register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will normally be placed on the SEND register at "SEND Support." The school will then seek to remove any further barriers to learning and put effective special educational provision in place.

It is important to note that our SEND register is a transient document, meaning pupils may move on or off it depending on their needs. Parents are encouraged to speak to the class teacher and SENDCO about any concerns they have regarding their child's needs.

Inclusion, Accessibility, and Emotional Development

Enabling Equal Access to Activities, Extracurriculars, and Trips

Our Lady and St Philomena's is committed to full inclusion. All pupils with SEND are enabled and encouraged to participate fully in all school activities. Extra support and reasonable adjustments are made so that after-school clubs and enrichment programs are accessible to all pupils. Comprehensive risk assessments are completed for all school visits and residential. Reasonable adjustments—such as additional staff support, adapted transportation, accessible venues, and specialized equipment—are put in place so no child is excluded due to their SEND or medical needs.

Supporting Emotional, Social, and Mental Health Development

We prioritize emotional well-being to ensure every child feels safe, supported, and valued. The school maintains a zero-tolerance policy towards bullying and actively prevents and addresses any SEND-related bullying through restorative practices, targeted assembly themes, positive behaviour frameworks, and close supervision by staff during unstructured times such as break and lunch. Pupils have access to key adults, daily check-ins with our Learning Mentor, structured intervention programs such as Zones of Regulation, Seedlings, and Social Stories, and specialized quiet spaces like the Caterpillar Club sensory room.

Accessibility Plan

In accordance with the Equality Act 2010, the school maintains a formal Accessibility Plan that outlines how we continuously improve physical access, curriculum delivery, and the provision of written information for pupils, parents, and visitors with disabilities. The full Accessibility Plan can be viewed on our school website under the Policies section.

Supporting Pupils with Medical Conditions

In accordance with Section 100 of the Children and Families Act 2014, Our Lady and St Philomena's has explicit arrangements in place to support pupils with medical conditions. For pupils with long-term or complex medical needs, an Individual Healthcare Plan (IHP) is drawn up in partnership with parents, healthcare professionals (such as the School Health Team, consultants, or paediatricians), and the SENDCO.

These IHPs clearly outline necessary medications, emergency procedures, daily care routines, and reasonable adjustments required during the school day and on educational visits. Plans are reviewed at least annually or sooner if a child's medical needs change. Furthermore, relevant staff members receive specialized training (such as EpiPen administration, asthma management, diabetes care, or epilepsy awareness) to safely meet the specific medical needs of pupils in their care.



External Support and Services

We currently work with a number of external agencies and professionals including (but not limited to):

- NHS Speech & Language Therapy
- SENISS (Special Educational Needs Inclusion Support Service)
- Beautiful New Beginnings Therapist
- Early Mental Health Practitioner
- OSSME (Autism Support)
- Occupational Therapists and Physiotherapists
- Paediatricians
- Specialist provision schools such as Bank View & Language Box

During transition to or from other schools, the SENDCO will liaise with schools (with parents' permission) to hand over important documents and details. We closely monitor pupil data, and it is the responsibility of the SENDCO to pass on all primary SEND records to secondary schools once their attendance at their new school has been confirmed. Once Year 6 become Year 7, we contact the new school we believe the child is attending to confirm their attendance and then prepare to hand-deliver any files and transfer CPOMS records.

Complaints Procedure and Key Contacts

As a school, we are committed to working with parents, carers, and stakeholders to ensure the best possible provision for the children in our care. Our SENDCO and Headteacher can be contacted through the details below:

- **SENDCO:** Mrs Kate O'Brien — 0151 525 8552 | sendco@olasp.co.uk
- **Headteacher:** Mr Jamie Long — 0151 525 8552 | head@olasp.co.uk

In addition, the school has a clear complaints procedure which can be found on the school's website. Further information about the Liverpool SEND Local Offer can be found at: [Liverpool SEND Local Offer](#).