

**Great Crosby Catholic Primary School**  
‘...that they may have life and have it to the full.’

# **SEND Report**



**Date of issue:**

**November 2025**

**Review date:**

**November 2026**

## Great Crosby Catholic Primary School

### 1. Definition of SEND

*'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age, or a young person, has a learning difficulty or disability if he or she:*

*-has a significantly greater difficulty in learning than the majority of others of the same age, or  
-has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions'*

(SEND Code of Practice: DfE 2015).

*'A child under compulsory school age has special educational needs if they fall within the definition of the above, or would do so if special educational provision was not made for them.'*

(Section 20 Children and Families Act 2014)

### 2. The Local Offer for SEND

This is a website or directory, provided by Sefton Local Authority which gives children and young people with SEND, and their families, information about the support services they provide in the local area. The information provided will enable parents and carers to make decisions about how best to support their child's needs. The link to Sefton's Local Offer is below:

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

Great Crosby Catholic Primary School is an inclusive school. Our school's Mission Statement states that we want our children to 'have life, and have it to the full'. To this end, we offer a range of support to children with the following needs:

- Social communication and interaction needs
- Cognition and learning difficulties
- Social, mental, and emotional health problems
- Sensory and/or physical needs.

We strive to support all of our children to achieve success in all areas of development. Quality teaching is vital but for some of our pupils there are occasions where additional support and intervention may be required to help them to achieve. Support is tailored to the child's individual needs to maximise progress and wellbeing.

### 3. Who is my point of contact if I wish to discuss the concerns or needs of my child?

#### • Class Teacher

Speak to the class teacher first. The class teacher is responsible for providing quality teaching including:

- Adapting the curriculum to respond to the needs of all pupils
- Monitoring the progress of pupils

- Following the school's SEND policy in identifying, planning and delivering additional support and intervention
- Devising SEND Support Plans to prioritise and focus on the next steps required for individual children to make progress
- Contributing to the writing of Behaviour Support Plans (BSP) and Positive Handling Plans (PHP).

- **Special Educational Needs Coordinator (SENDCo) - Mrs. Sheila Harvey**

The SENDCo is responsible for:

- Coordinating provision for children with SEND
- Developing the school's SEND policy
- Liaising with outside agencies including educational psychologists and implementing any advice and recommendations
- Facilitating staff training
- Working with the Senior Leadership Team (SLT) to monitor progress and effectiveness of provision

And

Ensuring that parents are involved in their child's learning by:

- Making them aware of the level of support their child receives
- Sharing informing of progress made by their child
- Including them in reviewing the support provided
- Consulting them about their child's transition to a new class or school.

- **Headteacher – Mrs. Louise Morton**

The Headteacher is responsible for:

- Overseeing SEND provision
- Working closely with the SENDCo to measure the impact of provision
- Working with the governing body to determine SEND resources
- Safeguarding.

- **Governor for SEND - Mrs. Carole McBride**

The governor for SEND is responsible for:

- Supporting the school to develop and evaluate the quality and impact of SEND provision
- Liaising closely with the SENDCo and other relevant members of staff
- Working with the Senior Leadership Team (SLT) and the governing body to determine SEND resources.

- **Learning Mentor (LM) and Parent Support Adviser (PSA) – Mrs. Carolyn Solkin**

The LM/PSA is responsible for:

- Supporting parents/carers by signposting them to services in our area
- Advising parents/carers on who to speak to about an issue in school
- Advising about family learning, such as parenting courses
- Supporting children with social, emotional and mental health issues
- Liaising with the SENDCo to discuss possible ways of supporting the children and families
- Safeguarding.

- **School Nurse – Laura Slattery**

The school nurse is responsible for:

- Being the first point of contact in schools for parents who need health advice or information. This may involve assessing individual needs, offering care or referring on to other services advising parents and staff
- Initiating and supporting activities for promoting good health across the school
- Safeguarding.

#### **4. How can I find out how well my child is doing?**

As part of the Sefton Council SEND provision agreement, Great Crosby Catholic Primary School will provide quality teaching to pupils. Reasonable adjustments are made to accommodate learning difference.

Class teachers monitor progress and are able to identify children who are not making expected levels of progress. Lessons are differentiated and adjustments made to cater for individual needs. If these measures do not accelerate progress, then it may be necessary to seek advice from the SENDCo. Progress is assessed three times a year in reading, writing and maths. From these assessments, teachers attend termly Pupil Progress Meetings with the senior leadership team and SENDCo. During these meetings, the progress of each individual child is discussed. Children not making expected progress are identified, and plans put in place to address the barriers to their learning.

#### **5. The Graduated Approach**

There are four stages when implementing SEND support as outlined in the SEND Code of Practice (SEND Code of Practice: DfE 2015):

##### **(i)Assess**

When a class teacher or parent raises a concern, information is gathered from all those involved (pupil, teacher, parent, outside agencies). This includes utilising the teacher's assessment and experience of the pupil, and their previous progress and attainment, as well as comparing the individual's development in relation to that of their peers.

##### **(ii)Plan**

After gathering information, and with permission from the parent/carer, the child's name will be added to the SEND register. A SEND Support Plan is written to outline the extra support the child will receive to achieve the targets set for them. Having determined the child's preferred learning style, motivators and responses to teaching approaches, short term targets are set for the child.

If external agencies are involved, their advice and recommendations are included in the SEND Support Plans. Any agreed action takes into account the pupil's strengths as well their learning differences. In some cases, additional resources will be allocated.

##### **(iii)Do**

All SEND Support Plans are working documents, and if needed, adjustments will be made to a plan to determine success. The class teacher is responsible for the implementation of the support plan, and accountable for the outcomes. Advice should be sought from the SENDCo if the teacher or parent thinks the plan is not working for whatever reason.

#### **(iv) Review**

All SEND Support Plans are reviewed termly (October, February and June). All targets will be evaluated and the views of the pupil and parent will be sought. A new plan will be written, setting new targets. Where it has been agreed that the child has made sufficient progress, the child's name will be removed from the SEND register, and the need for a support plan will cease. In these cases, the child's progress will continue to be monitored through termly data collection and pupil progress meetings. For those children with more complex needs, termly review meetings will be held with the class teacher, parent and SENDCo and any external agencies. Sometimes it may be appropriate for the child to attend review meetings. Their views are highly valuable in ensuring that the support is tailored correctly.

#### **6. High Needs Top-up Funding (HNF)**

Where a child has continuing significant difficulties following appropriate intervention, the school may seek extra resources from external agencies. The school is obliged to pay the first £6000 of any resource that a child with SEND may need. In some situations, funding support can be accessed from Sefton Council through Emergency Funding. However, most funding is accessed through an Education, Health and Care Needs Assessment.

#### **7. Education, Health and Care Needs Assessment (EHCNA)**

If a pupil is not making expected progress despite the school having taken relevant and purposeful action over time, the parents or school can make an application to the local authority for an Education, Health and Care Needs Assessment. EHCNAs are designed to cater for the needs of children who have lifelong and complex needs.

#### **8. How will the teaching be adapted to meet the needs of my child?**

At Great Crosby Catholic Primary School, teaching is adapted through use of the following:

- **Curriculum and Teaching Methods**

- Teaching is adapted to meet the diverse range of needs in each class
- Tasks are differentiated to accommodate the needs of each child
- Resources are allocated based on individual need
- Tasks are planned to ensure success and challenge for each child
- Adult support is allocated where necessary
- Open ended tasks are set to allow pupil response at different levels
- Alternative methods of recording may be offered, such as the use of laptop or memory maps.

- **Grouping Arrangements**

- Groups are organised flexibly within each class
- Opportunities for ability settings and mixed ability settings are used to maximise learning opportunities for all.

- **Additional adults**

- Adult support is used flexibly to help groups, or individual targets, on a daily basis

- Adult support is monitored to avoid pupils becoming over reliant on the adult and to help them develop independent learning.

- **Tests and Examinations: access arrangements**

- For some children, adjustments will be made so that they can access national tests (SATs).

- **Interventions**

Some interventions are delivered by Teaching Assistants (TAs). The SENDCo is responsible for ensuring regular training of TAs and the monitoring of the impact of the interventions. It is the class teacher's responsibility to recognise the need for intervention and to work with the TA. to share targets and planning, and to monitor pupils' progress.

Examples of when pupils may have access to additional adult support/intervention:

- During maths and English lessons and in other curriculum subjects
  - In small group sessions in and out of class
  - During one-to-one sessions
  - To support differentiated activities
  - To help with understanding instructions
  - To facilitate 'time out'
  - Provision of intimate care
  - To model expected behaviour
  - To facilitate development of social skills
  - In preparation for a change of lesson or activity
  - For support during break and lunch times.
- **Strategies/programmes used to support speech and language**
  - Advice from Speech and Language therapists is shared and followed by teachers and TAs
  - Differentiation of activities
  - Modification of resources, such as the use of signs or symbols
  - Speaking and listening groups
  - The Listening Programme (used to support the development of communication skills)
  - Time to Talk Programme (used to develop oral language and social interaction).
  - Lego Group.
- **Strategies to support/develop English (including reading)**
  - One to one reading sessions
  - Phonics lessons (Reception/Key Stage 1) – Little Wandle scheme is used
  - Phonics intervention groups – based on the Little Wandle scheme
  - Handwriting intervention groups
  - Access to a consultant/support teacher (Ms. Michelle Thompson)
  - Toe by Toe (highly structured, phonics-based programme)
  - Precision teaching (to improve accuracy and fluency in reading skills).
- **Strategies to support/develop maths**
  - Ability setting in class

- Booster groups
- One-to-one support allocated to address a specific difficulty or achieve a short-term target.

- **Provision in other curriculum areas**

TA support, differentiated activities and multi-sensory approaches to learning are provided when needed and also:

- modification of learning resources including task organisers, overlays, pencil grips, adapted scissors, laptops, a writing slope, a visual timetable, word banks, 'a working wall' in the classroom (has ideas and support for children to use when working individually).

- **Strategies to support independent learning**

These include:

- Mentoring by teaching staff, peers, or additional support staff
- Home/school diaries
- Alternative methods for pupils to record work
- Task organisers
- Extra time given for some children to process language.

- **Support for Social and Emotional Needs**

Strategies used to support the development of pupils' social skills and enhance self-esteem include:

- Small group work and development of friendship groups
- Playtime buddies
- Regular 'celebrate success' opportunities
- Lego Group
- Year 6 Mental Health Champions
- Access to a Learning Mentor
- Access to the SENCo.

Strategies to reduce anxiety and promote emotional wellbeing include:

- Support to cope with change, such as lesson change
- A reduced or modified timetable
- Regular contact with parents
- Workstations within the classroom or resource area
- Opportunities for 'time out'
- Home/school diary
- Visual timetables
- Access to a Learning Mentor
- The Rainbows Programme (support programme to support children through events such as bereavement or other trauma)
- Access to a counsellor
- Access to Mental Health Support Team (MHST)
- Access to play therapist.

- Strategies to support or modify behaviour and one to one support to model 'good' behaviour

- Regular contact with parents.

Support/supervision at unstructured times of the day (including personal care) is provided at break and lunch time using trained staff.

## **9. Planning, assessment, evaluation and next steps**

The senior leadership team and SENDCo keep track of pupils' progress and make any necessary adjustments to provision by using:

- A whole school provision map
- Whole school pupil tracking
- Monitoring and reviewing the effectiveness of intervention programmes
- Tracking pupils' progress in small, measurable steps against learning targets set out in a progression framework
- Where appropriate, assessing pupils' progress (in areas such as social skills and independence) against objectives set by the Autism Education Trust (AET)
- A termly review of each child's SEND Support Plan
- A termly meeting with the SENDCo to discuss progress and concerns
- For those children receiving specialist teaching from Ms Michelle Thompson, a termly review of progress is offered to parents
- A transition review (summer term) between the parents, new teacher and SENDCo

## **10. Accessibility**

Great Crosby Catholic Primary School is a mainstream school on one floor. The facilities at present include:

- Ramps into the main school entrances
- Four toilets adapted for disabled users
- Wide opening doors in corridors.

## **11. What support from other professionals does the school use to support my child?**

The school has partnerships with, and works with, a number of external agencies to meet staff training needs and in seeking advice and support to ensure that the needs of all of our children are fully understood and met.

These include Sefton Special Educational Needs and Inclusion Service (SENIS). Each school is allocated an Inclusion Consultant who provides:

- Strategies to ensure access to the curriculum and enhance progress
- Support with bespoke support plans for children with more complex needs
- Observations of pupils and provides advice and feedback to teachers and parents and provides training.

The school also accesses the services of:

- Educational Psychologists
- Speech and Language Therapy team
- Occupational Therapy team
- Child and Adolescence Mental Health Service (CAMHS)

- Paediatric Services
- Physiotherapy Services
- Social Care Services
- The Early Help Team
- The Social Communication Team (through SENIS)
- The Complex Needs Team (through SENIS)
- Play Therapy provision
- Counselling Service (Brighter Horizons) and MHST.

## **12. Staff training**

There is an ongoing programme of staff training at Great Crosby Catholic Primary School. We work with external agencies to provide training on the following areas:

- Safeguarding
- Team Teach approaches
- Attachment
- Dyslexia-friendly strategies
- Sensory processing difficulties
- Adoption-friendly strategies
- Behaviour management strategies.

Staff training 'in-house' is aimed at developing the knowledge and skills of all staff to identify pupils' needs, to plan and set appropriate work for them, and to assess/record/ report their progress. Training is given in the use of specific programmes or interventions to support the progress of pupils who may need additional help in areas such as phonics-based reading and maths.

## **13. How will the school help my child move to a new class, year group, or to another school?**

Transition or moving to another school can be a particularly anxious time for all children and especially young people with SEND. If your child leaves Great Crosby Catholic Primary School we aim to provide as successful and smooth a transition as possible through:

- Effective systems of contact with the new school's SENDCo to share information about the support and adjustments that have been made to help your child make progress to date
- Arranging additional transition visits for your child to their new school
- Using an effective process for passing on records to the next school.

For pupils arriving new to Great Crosby Catholic Primary School, where additional need has already been identified the aim is to quickly provide as secure and settled a school environment as possible through:

- Arranging a transition review with parents and other professionals involved with the child
- Arranging planned transition visits for the child to their new class and learning environment.

When moving to a new year group, the needs of pupils are supported through:

- Information sharing between class teachers
- Planned transition visits to new class teacher and classroom
- A transition review with parents, current class teacher and new class teacher.

#### **14. How will my child be supported when they move to secondary school?**

Year 6 to Year 7 (secondary school) transition will mean many significant changes for pupils in the way their day is organised, the year groups and teaching groups they are placed in and the number of different teachers/classes they experience. They will also need to come to terms with the expectations and codes (such as homework, uniform and behaviour) of their new school.

To support pupils in anticipation of these changes Great Crosby Catholic Primary School undertakes the following:

- Contact with the secondary school's SENDCo to share information about the adjustments made to help your child progress
- Passing on records of your child's progress
- Additional transition visits (other than those normally arranged for all Year 6 pupils)
- Where a child has been allocated additional funding, the SENDCos from both schools will meet to discuss submitting a joint transitional funding application
- Where a child has an EHCNA, an enhanced transition will be arranged with the receiving school in line with their policies, and the needs of the child. Support from SENIS may be sought, if appropriate.

#### **15. Who do I contact if I am concerned with aspects of my child's progress or wellbeing?**

- Talk to your child's class teacher in the first instance
- Contact the school's SENDCo by email or phone ([senco.gcp@schools.sefton.gov.uk](mailto:senco.gcp@schools.sefton.gov.uk))
- Contact the headteacher to discuss any issues you may have regarding your child's progress or wellbeing
- Contact the PSA who will pass on messages you may have to the relevant teacher.

If you wish to make a complaint, please go to the policy section of the school's website where the school's Policy and Complaints Procedure is explained.