



St. Patrick's RC Primary

SEN Information Report September 2025

Name of the Special Educational Needs/Disabilities Coordinator:

Mrs Liz Hindley – Headteacher and Acting SENCO
Mrs Donna Williams – Associate SENCO

Mrs Maureen Woodall – SEN Governor

Contact details:

St. Patrick's RC Primary School
Higher Walton Road
Walton-le-Dale
Preston
Lancashire
PR5 4HD

Tel: 01772 555436

Email: 7006admin@st-patricks.lancs.sch.uk

Head@st-patricks.lancs.sch.uk

d.williams@st-patricks.lancs.sch.uk

Overview

We are a mainstream school.

We are a School of Sanctuary and offer a warm inclusive welcome to every family and every child. At our school we value the individuality of all the children in our care. It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that

provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

We are committed to ensuring all our children experience a fulfilling and inspiring curriculum so that they - along with others - can grow together on our journey of discovery and learning. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. We remove barriers to learning and participation, providing an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.

The achievements, attitudes and well-being of all our children matter. We have good links with the school nursing team and other health professionals in the area who can provide support for your child and family. We have links with educational psychologists who can assist with the assessment and support of your child, should the need arise. We maintain a list of children with Additional Needs which may not fall into the SEND category and also a Medical Needs list. We ensure that we work within the guidelines and inclusion policies of the Code of Practice (2014), local authority and other policies in school.

At St Patrick's, we are committed to ensuring that all staff, children and members of our school community understand the struggles and challenges faced by refugees and asylum seekers. We aim to welcome families of all backgrounds into our community and provide a place of sanctuary for any families who have had to flee their homes for many different reasons. Our mission statement, 'Christ with me as I learn, grow and shine' demonstrates our ongoing commitment to ensuring that all children in our school are nurtured for their talents and personalities. With Christ's teachings as our guide, we are able to support, pray for and commit ourselves to ensuring we support people seeking refuge in the local area.

How does our school know if your child needs extra help?

- First and foremost, high quality teaching is in place and the teachers work hard to adapt strategies to meet the pupil's needs. The quality of teaching is monitored by the senior leaders of the school. Where pupils' progress slows, the teaching team liaise through Pupil Progress Meetings to ensure that steps are taken to address the progress issues. Low attainment and slow progress do not automatically mean that a child has SEND and the school works hard to address other barriers to learning which may affect learning.
- We follow a process of ASSESS-PLAN-DO-REVIEW with all areas of concern about SEND
- Class teachers continually monitor and track progress and attainment of each child. The class teacher informs parents at the earliest opportunity to alert them to concerns and enlist their active help and participation

- The tracking data is monitored and moderated by the Senior Leadership Team (SLT). Referrals to the SENCO will be made by teachers if progress or attainment is a concern. Referrals can also be made by teachers who would like to develop their own understanding of how to cater for varying needs. Teachers can request further information, support materials, resources, strategies and intervention materials/support
- Early identification is vital. Our school has invested in the Snap SPLD assessment tool to support us in making early identification and allowing us to put interventions into place at the earliest opportunities. We also take advice from outside agencies on the provision of intervention strategies. The school works closely with the local school nurse and health professionals and referrals can be made to these external agencies in order to provide the best possible support for our children.
- For children who are experiencing learning difficulties within the classroom, we liaise with parents to have eye tests and hearing tests at the local health centres to rule out any potential difficulties.
- The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices
- The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school
- The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators
- Every class has an additional adult to support the teacher with putting interventions into place.
- In the case of children with hearing impairment (HI), Visual impairment (VI) or medical needs, specialist support, equipment and training is provided by SEND Traded Services, School nurses or other professionals as appropriate.

What should I do if I think my child may have special educational needs?

- If families feel that their child has an additional need, they can request a meeting with the class teacher and the SENCO.

- Our school operates an 'Open Door' policy and you are welcome to contact the teaching team either before or after school to request an appointment with your child's class teacher with any concerns that they may have
- The class teacher may invite our school's Special Educational Needs Coordinator (SENCO) to the meeting
- The meeting may include decisions about actions and/or provisions in school which could be put in place to support your child's progress
- The meeting will give you the opportunity to discuss strategies that you may have or want to try to support your child's learning
- The Class Teacher or Headteacher can offer help with forms if this is required. The SENCO can assist with paperwork linked with needs.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

How do you inform children and young people that you think they have a special educational need?

How are children and young people able to contribute their views, in relation to their aspirations & goals, the provision for them and how they can best be supported?

How are children and young people informed of the progress you think they are making? And how do you gather their view of the progress they are making?

What are your expectations and view on engaging children and young people in both operational and strategic decision making? How do you make this happen?

How are children and young people supported to ensure that their voice is heard?

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

How do you inform the parents and carers of children and young people that you think they have a special educational need?

How are the parents and carers of children and young people able to contribute their views, in relation to their aspirations & goals for their child/young person, the provision for them and how they can best be supported?

How are the parents and carers of children and young people informed of the progress you think they are making? And how do you gather their view of the progress they are making?

What are your expectations and view on engaging with the parents and carers of children and young people in both operational and strategic decision making? How do you make this happen?

How are the parents and carers of children and young people supported to ensure that their voice is heard?

This should cover the general arrangements for involvement and consultation with parents, such as parents' evenings, new parents' visits, headteacher open mornings and parent learning sessions, as well as the additional opportunities available for parents and carers of children/young people with additional needs including the opportunity to discuss their children's progress with key staff.

How will the curriculum be matched to my child's needs?

- Class teachers carefully plan lessons and activities to meet the varying needs of the children in their class
- Learning activities are differentiated so that children at different levels of attainment can access lesson content and progress with their learning
- The use of additional adults to support some children is planned, and consistently monitored and reviewed
- Sometimes, it is appropriate for small groups or individual children to be withdrawn from class to complete some learning activities and intervention programs. This is always based on an assessment of need and all children are still fully included in a wide range of class-based learning activities
- Targeted Learning Plans (TLPs) are created and shared with families to ensure closer tracking and delivery of an adapted curriculum where needed
- School will always consider the advice from specialist external agencies (such as speech and language therapy, Educational Psychology, physiotherapy) when planning the curriculum
- Additional resources may need to be put in place for certain children to help them to reach their full potential. For example, sloping writing desks, pencil grips, iPads, coloured overlays

How accessible is the school environment?

- Our school is fully wheelchair accessible via our front entrance We have also installed ramps to ensure our classrooms are all accessible.
- Access to school for pupils and parents with disabilities is by the school gate which is secured to ensure the health and safety of all
- Accessible parking spaces are available for the public and disabled persons and disabled toilets are available for wheelchair users if the need should arise
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom
- All the classrooms are carpeted or have rugs and other soft furnishings to improve acoustics for children, especially if they have a hearing impairment.

How will school staff support my child?

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

- School staff will listen to you and to your child
- We will assess your child against age-related expectations and track their progress along their learning journey. For some children, who are working below National Curriculum levels, we will use Pre Keystage Tools to track their attainment, progress and achievement
- We will inform you of any concerns we may have regarding your child's attainment, progress and achievement
- Children who are added to the SEND register will have a Targeted Learning Plan written for them by the class teacher and SENCO or by health professionals i.e. for a physical/medical need. The SENCO works closely with pupils, parents and teachers to plan an appropriate programme of intervention and support which may include PIVATS (Performance Indicators for Valued Assessment & Targeted Learning.) The TLPs are reviewed at least 3 times per year and shared with parents. Additional meetings are arranged if needed
- It may be appropriate that a referral to an external agency is completed to seek specialist advice and recommendations on how best to support your child's needs. We will ensure that your child is happy and in the correct frame of mind to learn
- When sitting examinations, children with SEND can be supported 1 to 1 if they have a specific plan (EHCP), have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration (as appropriate for the needs of the child)
- Children with SEND have provisions mapped for them. Records of the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school are kept and monitored. The School Tracking System (Insight) also tracks progress and provides data to support teachers in adapting the learning
- Some staff have received first Aid and/or paediatric first aid. Names of qualified first aiders are displayed around school.

How will I know how my child is doing and how will school help me to support my child's learning?

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

- At St Patrick's RC Primary School, we have an 'open door' policy and parents are always welcome to speak to teachers at a mutually convenient time. This may mean that parents need to make an appointment or - for a relatively quick enquiry - teachers may possibly be available immediately
- We hold two parents' meetings per year and every class teacher will write a detailed report near the end of the school year about your child's attainment, progress and achievement. We also offer additional parent's meetings for any children who are not on track to make age related expectations or if the class teacher has any concerns about progress. During the year, there are also interim reports updating parents of their child's progress. We send home reports in the pupil's home language as well as English, for parents who do not have English as their first language
- We inform parents about age-related expectations for their child
- Class teachers and (if appropriate) professionals from external agencies will advise parents on how best to support their child's learning and development at home
- If your child is on the SEN register, a Targeted Learning Plan will be put in place. You will be invited into school three times a year to discuss your child's targets and the provision provided with the class teacher. At the meeting you are invited to share your views and support is offered as to how you can help your child at home
- We use our assessment judgements and data to ensure that additional support is based on an assessment of need and directed in the most effective way
- The class teacher, parents and, if appropriate, the SENDCo will meet to discuss the types of intervention programs and strategies that can be included in the provision for your child
- If appropriate, we will consider the recommendations from specialist external agencies
- We will listen to the views of parents and the child
- In some cases, school may need to apply for additional funding from Lancashire LA in order to fully meet your child's needs and this would take the form of a referral for an EHCP. You can find out more about these plans at [EHC plans - Lancashire County Council](#)

What training have the staff supporting children with SEND had or what training are they having?

What specialist services or expertise are available at or accessed by the school?

- All class teachers are qualified teachers
- The Acting SENCO attends cluster meetings to keep up to date with practice and provision for SEND. The Associate SENCO holds the Nasenco Award
- All teaching staff have regular training covering a wide range of intervention programs and strategies so that the planning and delivery of specific learning activities can produce the best outcomes
- If a child is joining our school with a condition we have not encountered before, all efforts will be made to ensure the staff members with direct involvement with the child will receive bespoke and specific training in how best to support that child
- Medical staff - such as school nurses - deliver training regarding medical needs as required
- All our teaching team have received trauma-informed training. Our Headteacher has also completed Mental Health Champion training

“Typically, staff support pupils with special educational needs and/or disabilities (SEND) well. The school enlists the help of specialist agencies when necessary.” Ofsted February 2025

How will the school prepare and support my child to join the school and transfer to a new school?

- Our school welcomes prospective parents and their children to meet staff and have a look around school during two organised welcome meetings. Other informal ‘look rounds’ can be arranged by appointment
- When an offer of a place has been made, our Reception teacher will organise to visit your child in their nursery. Parents are invited to a ‘New Starter’s’ meeting and children will visit the reception class for two mornings or afternoons during the summer term
- Additional information sharing meetings can be organised between the nursery SENCO and the SENCO at St. Patrick’s where needed.
- Children in Reception are given a part time timetable for a number of days prior to starting full-time hours to ease their transition from home/nursery into school
- At the end of their primary school journey, the majority of the children who attend St Patrick’s RC Primary School are successful in securing a place at Brownedge St

Mary's RC High School. Close links exist between St Patrick's and Brownedge St Mary's so that transition from one setting to the next is effective in terms of emotional and social well-being as well as ensuring progressive learning for all children. A wide range of transition activities take place between our two schools

- There are also pupils in year 6 who secure places at different high school and a range of transition activities are also arranged with the relevant high school. For example, attending open days and learning days, pupils and staff completing questionnaires, primary and secondary school staff meeting to discuss individual children's strengths and areas for development
- Our Year 6 teacher - along with the SENCO where necessary - meets with the High School regarding each child
- Extra transition days arranged with High School for any children that may benefit from this
- High School teachers come in to take transition sessions with children in the summer term

How will my child be included in activities outside the classroom, including school trips?

- Our school offers a wide range of extra-curricular clubs and activities. We are an inclusive school. Provision will be made for all children to access learning experiences.
- We will work closely with parents if any child needs additional support in order to access any activity. This includes the trips that we offer.

What support will there be for my child's overall well-being?

- At St Patrick's RC Primary School, we pride ourselves on ensuring that the children in our care are happy, secure and have excellent emotional well-being
- The Headteacher, School Business Manager and Site Supervisor carry out Risk Assessments where necessary
- There are very close working partnerships which exist between the school, the Parish and the families at our school

- Every child is considered a priority at our school and class teachers, senior leaders and parents will work together to ensure that the child's needs are paramount
- Class teachers and additional support staff work collaboratively and ensure that all adults working with your child knows what their strengths are as well as their areas of need
- School will consider recommendations from specialist external agencies when planning and delivering activities for your child
- We have Sunshine Sessions in school which provide support for children regarding their emotional well-being. Referrals can be made internally for children we feel need this support
- We have Stronger Path Family Support which offers families the opportunity to explore the existing strengths in the family and support to identify areas that could be worked on to improve cohesion in the family
- Referrals are made where necessary to Lancashire's Children and Family Wellbeing Service Commissioned Services if children require additional professional services to support their emotional and social needs
- There are a wide range of extra-curricular activities available to the children who attend our school, including residential trips. Such activities contribute greatly to the development of a child's independence, self-confidence and social and emotional well-being
- The school runs a breakfast club from 7.30-8.35 each morning and an after school club from 3.00 – 5.30pm each afternoon (Shamrock Club). This is accessed through the main entrance. A member of staff greets each child at the door and registers them into the breakfast club and dismisses the children to parents at after school club.
- Members of staff are always available in the mornings and at the end of the school day either on the gate or within the entrances to school
- Infant children are all handed over directly to the person collecting them at the end of the day
- A teacher supervises each playtime in addition to Support Staff. At lunchtime Welfare Assistants and Support Staff supervise and assist children in their play. They also supervise children in the different play/social areas
- Support is available in every class but some classes have additional adult support if required
- Parents can access the Friendship and Anti-Bullying Policy on the school website. We are aware that children with SEND are more vulnerable to bullying, so particular notice is paid where children with SEND report being upset or hurt by their peers. All such incidents are recorded on CPOMs to ensure any trends in behaviour are picked up at the earliest opportunity.

- Our school holds medical information for every child. We do not administer medication to children unless they have a medical care plan. Parents are welcome to come and administer medicine to their children during the school day where necessary
- When advised by parents and/or other professionals that a Care Plan needs to be in place, all parties meet to draw up the plan. Care plans are shared with every member of the teaching team on a need-to-know basis.
- All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency
- Meetings with the appropriate NHS professionals are arranged as appropriate to a child's needs
- Medicines are kept in a locked store accessed by named staff. Inhalers are stored appropriately where they can be accessed when needed
- We have a Positive Behaviour Policy, which promotes good behaviour. Our policy will be adapted where a child has a specific need in order to avoid suspensions or permanent exclusions and to increase attendance
- Children's involvement in extra-curricular clubs and school councils and GIFT chaplaincy teams are monitored to ensure inclusivity

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

What reports on the outcomes of children/young people with special educational needs do you create?

Are the view of children/young people with special educational needs sought?

Are the view of parent/cares of children/young people with special educational needs sought?

Who are these various reports presented to? How is this information scrutinised? How are improvements identified and actioned?

What specialist services and expertise are available at or accessed by the school?

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

- St Patrick's RC Primary School is in the Local Authority (LA) of Lancashire. Every LA has a local offer to their residents for SEND. You can view Lancashire's LAs local offer at www.lancashire.gov.uk/childreneducation-families/special-educational-needs-and-disabilities.aspx
- Your child's class teacher is a trained professional who will be very knowledgeable about your child's strengths and areas for development
- If it is considered appropriate, school may refer your child for an assessment from a specialist external agency. We will always seek your permission before doing so
- There are a wide range of specialist external agencies including:
 - Specialist Support Teachers
 - Educational Psychology
 - Speech and Language Therapy
 - Early Well-Being and Support
 - Behaviour Support
 - Child and Adolescent Mental Health
 - Counselling
 - Outreach support from specialist teachers
 - Support for children with a hearing impairment
 - Support for children who are visually impaired

How do we deal with the treatment of complaints from children/young people and their parents/carers with special educational needs concerning our provision made?

- The first point of contact if a child/young person wishes to discuss something about their special educational need should be with their class teacher. A child may feel that they can talk to the SENCO and the SENCO can support them in discussions with the class teacher
- If a family member wishes to discuss something about their child/young person, the first point of contact should be the class teacher. If the parent wishes to discuss the issue further, then a meeting will be arranged with the SENCO
- If a parent wishes to make a formal complaint, the complaints procedure can be found on our school website.

Where can I find the contact details of support services for the parents of children/young people with SEND?

Outline how you seek to signpost children/young people and their parents/carers with special education needs to organisations and services that can provide additional support.

Where can I find information on where the local authority's local offer is published?

Our Local Offer - Insert link to your establishments Local Offer

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>