St Cleopas CofE Primary Academy

SEND Information Report

Introduction

This SEND Information Report has been produced in accordance with the Children and Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice (2015). It should be read alongside the school's SEND Policy.

At St Cleopas CofE Primary Academy, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), achieve their full potential, participate fully in school life and are prepared for the next stage of their education.

SEND Contact Details

SENDCo: Rachel Murray (Deputy Headteacher and SENDCo)

Assistant SENDCo: Amy Coghlan

SEND Governor: Dot Williams

Email: sen@stc.allsaintsmat.org.uk

What kinds of SEND are provided for at our school?

We provide support for pupils across the four broad areas of need identified in the SEND Code of Practice:

Communication and Interaction

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Condition (ASC)

Cognition and Learning

- Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- Moderate Learning Difficulties
- Severe Learning Difficulties

Social, Emotional and Mental Health

- ADHD and ADD
- Anxiety and emotional needs
- Attachment difficulties
- Social communication difficulties

Sensory and/or Physical Needs

- Hearing impairment
- Visual impairment
- Physical disabilities
- Medical conditions affecting learning

How do we identify pupils with SEND?

We identify pupils through:

- Teacher assessment and ongoing monitoring.
- Termly assessment data.
- Progress tracking.
- Discussions with parents/carers.
- Information from previous settings.
- Liaison with external agencies.
- Observations by teaching and support staff.
- Screening and standardised assessments where appropriate.

We recognise that slow progress alone does not automatically mean a pupil has SEND. Decisions are based on a range of evidence and individual circumstances.

How do we assess and review pupils' progress?

We use a graduated approach:

Assess

Information is gathered from teachers, assessments, parents, pupils and external agencies.

Plan

Outcomes, provision and support strategies are agreed with parents and pupils.

Do

Teachers remain responsible for pupil progress and implement agreed support with assistance from support staff.

Review

Progress is reviewed regularly, typically termly, and provision is adjusted accordingly.

Pupils with Education, Health and Care Plans (EHCPs) receive a formal annual review.

How do we support pupils with SEND?

Quality First Teaching

All pupils receive high-quality, inclusive teaching with appropriate differentiation and reasonable adjustments.

Additional SEND Support

Support may include:

- Small group interventions.

- Targeted literacy and numeracy programmes.
- Speech and language activities.
- Social skills programmes.
- Lego Therapy.
- Emotional wellbeing support.
- Handwriting programmes.
- Individual or small group work.
- Adapted resources and teaching approaches.

Specialist Support

Where required, specialist services may be involved, including:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- SENISS
- ADHD and Autism Teams
- CAMHS
- School Health Services

How are pupils consulted about their education?

Pupils are encouraged to:

- Share their views about support.
- Contribute to target setting.
- Attend review meetings where appropriate.
- Help evaluate the effectiveness of provision.

Person-centred planning is central to our approach.

How are parents involved?

We work closely with parents through:

- Regular communication.
- Parents' evenings.
- Review meetings.

- SEND support planning.
- Annual reviews.
- Consultation regarding outcomes and provision.

Parents are valued as key partners in supporting their child's education.

How do we support pupils' wellbeing?

We promote positive wellbeing through:

- Inclusive classroom environments.
- Pastoral support.
- Emotional wellbeing interventions.
- School counselling support where appropriate.
- Safeguarding procedures.
- Positive behaviour support.

What training do staff receive?

Staff receive ongoing SEND professional development including:

- SEND Code of Practice training.
- Autism awareness.
- ADHD support strategies.
- Dyslexia-friendly practice.
- Speech and language development.
- Medical needs training.
- Safeguarding.

The SENDCo provides guidance, coaching and bespoke training according to identified need.

How accessible is the school?

The school is committed to equality of opportunity and makes reasonable adjustments to ensure accessibility.

This includes:

- Adapted teaching approaches.
- Specialist equipment where required.
- Accessible learning resources.
- Individual risk assessments.

- Accessibility planning.

Further details can be found within the school's Accessibility Plan.

How do we support transitions?

We support transitions:

Starting School

- Meetings with parents.
- Information gathering from previous settings.
- Additional visits where appropriate.

Moving Between Classes

- Enhanced information sharing.
- Transition meetings.
- Familiarisation opportunities.

Moving to Secondary School

- Close liaison with receiving schools.
- Additional transition visits.
- Transfer of SEND records.
- Transitional review meetings for pupils with EHCPs.

How are resources allocated?

Resources are allocated according to identified need and may include:

- Teaching Assistants.
- Specialist intervention programmes.
- Staff training.
- ICT and assistive technology.
- Specialist equipment.
- Sensory provision.
- External professional services.

The SENDCo works with senior leaders and governors to ensure resources are used effectively.

What specialist services are available?

The school works with:

- Liverpool Local Authority SEND Team

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- CAMHS
- SENISS
- ASD and ADHD Teams
- School Health Services
- Social Care
- Virtual School Team

How do we evaluate SEND provision?

Provision is evaluated through:

- Progress data.
- Learning walks.
- Quality assurance activities.
- Pupil voice.
- Parent feedback.
- Staff feedback.
- Annual reviews.
- External agency recommendations.
- Governor monitoring.

How can parents make a complaint?

Parents should initially contact the SENDCo.

If concerns remain unresolved, parents may follow the school's Complaints Policy, available on the school website.

Liverpool Local Offer

Information about services available for children and young people with SEND can be found through the Liverpool SEND Local Offer:

https://liverpool.gov.uk/children-and-families/special-educational-needs-and-disabilities/send-local-offer/

Review of Information Report

This report will be reviewed annually and updated in line with statutory requirements and changes in school provision.

Academic Year: 2026-2027 Review Date: September 2027