

All Saints Catholic Primary School  
Special Educational Needs and  
Disability (SEND) Information Report  
2025/26

*“In the light of God, we shine on our own,  
but we shine brighter together”*

## All Saints Catholic Primary School's SEND Information Report 2025/26

Number on roll: 572

Number of children on the SEN register: 166

Number of children with an EHCP: 53

### Our school's approach to supporting pupils with SEND

At All Saints, we foster a collaborative and inclusive environment where staff, pupils, parents, and governors work in partnership, guided by mutual respect and trust. Our shared commitment ensures that every member of the school community feels valued and supported, enabling both personal growth and academic success.

We actively promote a caring ethos in which children learn to care for themselves, one another, the school, the wider community and the environment. This nurturing approach helps our pupils become happy, responsible, and self-disciplined members of society.

All Saints is proud to be an inclusive school where every child matters. The Headteacher, staff, and governors are dedicated to the integration and support of children with Special Educational Needs. We strive to provide access to a broad and balanced curriculum, complemented by tailored small group or individual support for those with specific needs.

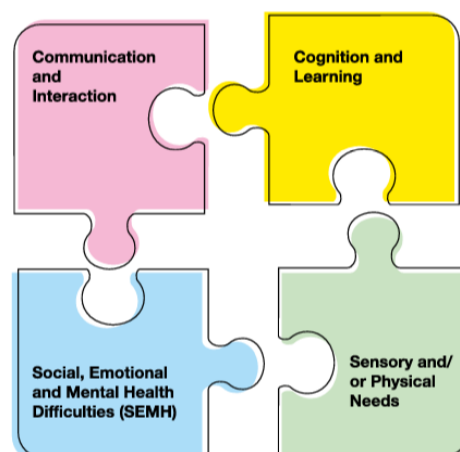
Our ethos is rooted in care, empathy, and understanding. Every child is recognised for their unique strengths, and we are committed to helping all pupils experience success, build confidence, and reach their full potential.

### Key Staff

- Mrs J Dunn - Headteacher
- Mrs H Marsden - Assistant Headteacher and Special Educational Needs Coordinator
- Ms E Dignam - Special Educational Needs Coordinator for Sen Unit.
- Mrs E Cummins - Nursery SEND lead
- Miss S Lipsey - Teacher and specialist SpLD Assessor.

### Catering for different kinds of SEND

Within All Saints we strive to support children with a variety of special educational needs through both our mainstream and enhanced provisions, using the Liverpool Graduated Approach Framework. As we consider if a child or young person has a special educational need, we refer to the Four Broad Areas of Need as identified in the



SEND code of practice: 0-25 years (2015) The four broad areas of need are a way to consider the impact on a child or young person's learning. It is important to remember that the needs of children and young people may be within more than one area and may change over time.

- Cognition and Learning - We will support cognition and learning needs by providing a structured, stimulating environment that promotes active engagement and personalised learning. This includes adapted teaching strategies, targeted interventions and access to resources such as visual aids, assistive technology and multisensory materials. Regular assessment and monitoring help identify specific barriers to learning, allowing staff to adapt approaches and set achievable goals. Collaboration with parents, specialists and support staff ensures a consistent and holistic approach, enabling pupils to build confidence, develop essential skills, and make meaningful progress. In addition to this we have a member of staff who is a qualified 'Specific Learning Difficulties' assessor, we have access to educational psychology services and the local authority 'Special Educational Needs Inclusion Support Service'
- Communication and Interaction - We support communication and interaction by creating an environment that encourages expressive and receptive language development across all areas of learning. This includes using visual supports, structured routine, and clear, consistent language to aid understanding. Staff can implement strategies such as social stories, role-play and peer interaction groups to help pupils develop confidence in communicating and navigating social situations. Collaboration with speech and language therapists, alongside regular monitoring and tailored interventions, ensures that pupils with communication needs are supported effectively and inclusively. We also have access to socialist support from Together Trust, OSSME and Beautiful New Beginnings.
- Social, emotional and mental health - We support children's social, emotional and mental health by fostering a safe, nurturing environment where pupils feel valued, respected, and understood. This includes promoting positive relationships, encouraging emotional literacy through the 'Zones of Regulation Framework' and providing opportunities for pupils to express their feelings and build resilience. Staff can implement strategies such as wellbeing check-ins, mindfulness activities and access to pastoral support from the learning mentors. We also have external support from YPAS Seedlings, the Mental Health Support Team, Steph Smout Play Therapy, the Bobby Colleran Trust and CAMHS. By working closely with families and external agencies, schools can ensure early identification of needs and provide tailored interventions that promote emotional wellbeing and positive mental health. We also have access to the Local Authority Behaviour Intervention Team who can advise with support strategies to assist children to access mainstream education successfully.
- Sensory and/or physical needs - We support children's sensory and physical needs by creating an accessible and responsive learning

environment. This includes making reasonable adjustments to the physical setting - such as ramps, adapted furniture and quiet spaces , where possible. We also work closely with the NHS Physiotherapy service to provide tailored support and intervention for children with physical disabilities. When required we also work with the Local Authority Occupational Therapy Team who provide specialised equipment or resources to enable our children to fully access the learning environment. Staff are trained to recognise and respond to sensory sensitivities, using strategies like sensory breaks, calming tools and personalised routines to reduce anxiety and enhance focus. Close collaboration with families, healthcare professionals and therapists ensures that pupils receive consistent, holistic support that promotes independence, wellbeing and full participation in school life. We also work in partnership with colleagues from the hearing and vision impairment sensory services to ensure that our children are fully supported.

### Identifying and assessing pupils with SEND

In our school all pupils are tracked in all areas of the curriculum, this is done through formative and summative assessments across the academic year. If there are any concerns raised about a child, then extra support is put in place. The class teacher and SEND Team will work together to decide on the best action to take. These initial discussions feed into the 'Assess, Plan, Do, Review' cycle which informs the Graduated Approach to ensure that any intervention is proportionate and impactful.

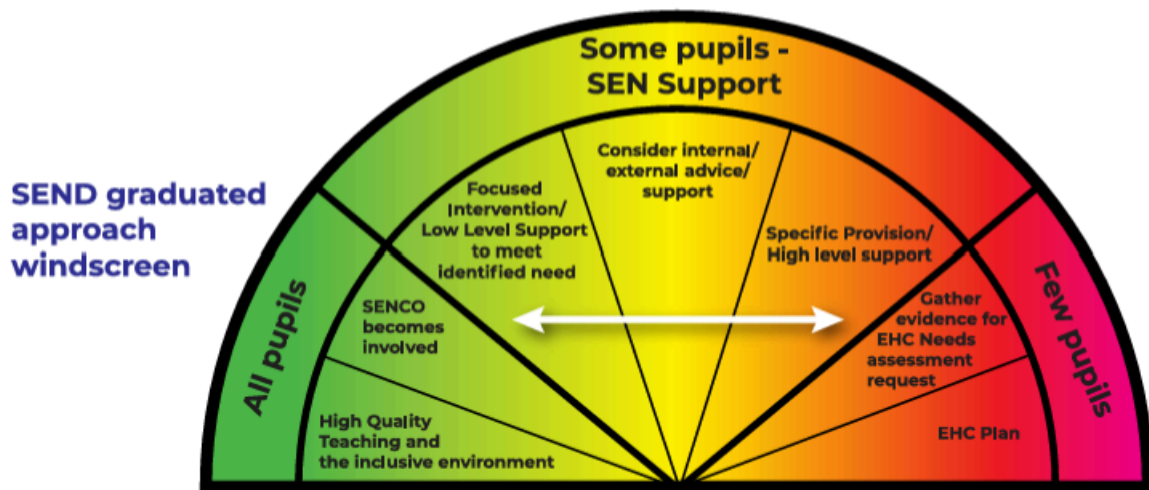
If you think your child has special educational needs that have not been identified by school, then you can make an appointment to speak to their class teacher in the first instance, who can then refer the concerns to the SENCO.

When children join All Saints, we will make enquiries with their previous setting to ensure a smooth transition and continuity of support.

Support will be different for each child as it is based on their individual needs, but it will be recorded using a SEN Support Plan, which not only details the child's needs but also effective support strategies and their areas of strength.

The 'SEND Graduated Approach Windscreen' shows the different levels of support which reflect the level of need a child has. Within All Saints we support children through all stages of the graduated approach; from universal support to those with an EHCP.

For some children within the mainstream provision and those children in the Enhanced SEN Unit who are working significantly below the age related expectations of the school's curriculum we do offer an alternative curriculum using the Equals frameworks, supported by BSquared assessments to track their small steps of progression and inform their next steps.



#### Stages of the Graduated Approach:

- Universal - No additional adult required. All needs are met through the ordinarily available provision and delivered by the educators in the environment through high quality teaching.
- Emerging Needs - When using the graduated approach, needs will be met through reasonable adjustments, adapted group work or group interventions delivered by the educators in the environment.
- Targeted Support - An additional adult may be required to deliver some specific support within the Play Plan/SEND Support Plan, such as an individual intervention, support within specific activities or lessons for parts of the day. This additional adult may also support others and will not solely be allocated to a single child or young person full time.
- Specialist Support - An additional adult may be required to deliver a significant amount of support throughout large parts of the day in order to ensure that the child or young person is able to make progress against their individual targets.



## Consulting with pupils and parents

Through regular, meaningful communication and collaborative planning we aim to support children to the best of our abilities. This includes scheduled review meetings, parent consultations and pupil voice activities that ensure families and children are actively involved in decision-making. Individual support plans and targets are developed jointly, reflecting the child's strengths, needs, and aspirations. By fostering open dialogue and valuing input from both parents and pupils, we create a shared understanding and a personalised approach to support that promotes progress and wellbeing. Throughout the year we hold coffee mornings, information sessions, sign post families to other agencies and make referrals to support families to educate themselves about the impact their child's needs may have on their education and how to support them to achieve their potential.

## Transition support

Transitions can be challenging, and at All Saints we ensure pupils are well prepared through a range of tailored approaches.

- Starting Nursery - Families of new starters are invited to meetings to discuss children's development. Optional home visits are available, and gradual transition visits begin with parent-child sessions, progressing to independent visits. For children moving between Nursery rooms, small group visits are arranged. Additional meetings and visual aids, such as staff and environment photos, are provided for children with SEND.
- Nursery to Reception - Most children move from our Nursery to our Reception class, though some join from other settings. A summer term information evening is held to discuss all of the key messages. Home visits and small group transition sessions are offered. Reception begins with a staggered start over three days. For children with SEND, extra visits and meetings are arranged, and staff may visit the child's current setting. All relevant paperwork is shared between settings.
- Year Group to Year Group - Children visit their new classroom and teacher at the end of summer term. For those with SEND, enhanced support may include extra visits, Social Stories and transition books. Transition meetings between current and new teachers ensure continuity and key strategies are passed on.
- Year 6 to Secondary School - For children with an EHCP, transition reviews help to ensure that the correct level of support is in place for the child to begin their next stage of their education. Once school places have been finalised, the SENDCO liaises with secondary colleagues to ensure that there is a smooth handover. All relevant documentation is transferred.

## Inclusivity

All Saints is a fully inclusive school where every child is encouraged to embrace new challenges and strive for excellence. All opportunities, including enrichment activities and learning experiences, are accessible to all pupils. A varied programme of extra-curricular clubs is offered throughout the year across different year groups, with details available on the school website. Off-site educational visits and all residential trips are open to all pupils, with comprehensive risk assessments carried out to ensure that any additional needs are appropriately supported. We have expanded this offer through our curriculum for the children in our Enhanced SEN Unit with weekly visits within our community as part of their life skills program and a yearly residential visit to Crosby Lakeside Adventure Centre.

## Handling complaints

If a parent/carer is concerned about the progress or support that their child is receiving they should speak with their class teacher in the first instance. Following this they can request a meeting with the SENCO to discuss concerns. Our complaints policy is listed on the school's website.

## The 'Local Offer'

Liverpool City Council's local offer can be found by scanning the QR code. Here you will find lots of information about Special Educational Needs and Disability (SEND), along with further information about the Graduated Approach. The Local Offer helps you understand what services and support you can expect from a range of local partners, such as SENDIASS, Liverpool Parent and Carer Forum (LivPac) and ADDvanced Solutions. This site is for all Liverpool's children and young people and their parents and carers.

