

ST MARGARET MARY'S CATHOLIC INFANT SCHOOL

Loving, Learning, Growing together with Jesus



SEND Information Report October 2025

Approved by: Full Governors

Date Ratified: 22nd October 2025

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St Margaret Mary's Catholic Infant School

SEND Information Report

2025 – 2026

The governing bodies of maintained schools and maintained nursery schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs and / or Disabilities (SEND). The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

The SEND Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014.

Broad Areas of SEND, The Special Educational Needs and Disability Code of Practice: 0 – 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), September 2014, details of the four broad areas of SEND are as follows:

- 1: Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Emotional and Mental Health Difficulties**
- 4. Sensory and /or Physical Needs**

1. St Margaret Mary's Catholic Infant School's policies for identification, assessment and provision for pupils with SEND.

Here at St Margaret Mary's Catholic Infant School, we are as inclusive as possible with the needs of pupils with Special Educational Needs and/or Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical Needs

Pupils may be identified as having SEND if their development, in one or more of the four SEND categories, is:

- making no or very limited progress over a period of time
- working two years or more below Age Related Expectations (ARE)
- experiencing profound difficulties with communication and interaction
- having severe difficulties in mastering the basic skills in English and /or Mathematics
- experiencing emotional/social/mental health problems, which impact their learning
- impaired physically or sensory (hearing/vision) and are not making progress, despite receiving an adapted curriculum and support.

The purpose of identification is to work out what action the school needs to take; not to fit a pupil into a category. At St Margaret Mary's, we identify the needs of pupils by considering the needs of the whole child, not just the special educational/disability needs of the child or young person. All staff members

What should I do if I think my child has Special Educational Needs?	use these skills to support the identification of pupils with SEND. Information from a variety of agencies is also used to identify children with SEND including: family, health professional and social care teams. As a school, we actively seek advice from many outside bodies. These include, but are not limited to: Applied Psychologies, school nurse, Knowsley ASC Advisor, Knowsley EYFS SEND advisor, Knowsley EP consultations, Knowsley and Liverpool Speech and Language therapists. The advice we receive is then followed in order to support the provision of children with SEND. There are other areas which may impact on children’s progress and attainment but are not considered as SEND. For example: • Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND) • Attendance and Punctuality • Health and Welfare • EAL (English as an Additional Language) • Being in receipt of Pupil Premium Grant • Being a Looked After Child • Being a child of Serviceman/woman • Behavioural difficulties Class teachers continually assess all children’s learning against national expectations and age-related expectations. The Senior Leadership Team hold termly pupil progress meeting with all teachers to monitor the progress and development of all pupils. This is based on high quality, accurate formative assessment recorded on Sonar and class profiles. Where pupils are falling behind or making inadequate progress given their age and starting points, extra support is identified and put in place to support individual needs e.g. intervention programme. The child’s parents and pupil are informed. The SENCo (Special Educational Needs and Disabilities co-ordinator) holds half termly monitoring meetings to discuss children in each class who are SEND or are being monitored and to plan next steps with the class teacher. We recognise the entitlement of all children to receive a broad and balanced curriculum. We strive to nurture their spiritual, academic, personal, social and emotional development. If you have any concerns about your child’s progress, you should speak to your child’s class teacher initially. The class teacher will notify the SENCO. The SENCO and class teacher will arrange a meeting for you to discuss your child. Interventions are implemented and reviewed by teaching staff (then shared with the Senior Leadership Team) to ensure they are aiming for all children in their class to make progress. Provision is planned and delivered by all teaching staff. Where appropriate, teachers will seek support from teaching assistants, SENCo (Special Educational Needs and Disabilities co-ordinator) and specialist teachers/agencies. All pupils’ progress is monitored and tracked. This happens through the use of observation, formative and summative assessments, personalised support plans (IEPS or Play plans) and regular review meetings with parents/carers. This information is then used to identify whether further support is needed from the SENCo and then outside agencies. In exceptional cases, children may receive an Education, Health and Care Plan (EHCP).
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	The majority of children with SEND will have their needs met in mainstream schools. If a child has lifelong or significant difficulties, they may undergo an Education, Health and Care assessment, which is usually requested by the school but can be requested by a parent. Parents have the right to appeal a decision not to initiate a statutory assessment leading to an EHCP. Parents also have the right to appeal against the content of the EHCP. Parents may also appeal against the school named in the plan if it differs from their preferred choice. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example: reducing levels of support.
2.The school's approach to teaching pupil's with SEND: > How adaptations are made to the curriculum and the learning environment of pupils with SEND. > Support that is available for improving the social, emotional and mental health of pupils with SEND.	At St Margaret Mary's, we ensure that quality first teaching and learning opportunities meet the needs of all our pupils. Provision is adapted for individuals and there is a challenge in place for all pupils regardless of their starting points. In order to ensure St Margaret Mary's is fully inclusive, children will (in the main) work towards the same learning objective alongside their peers. Teachers will adapt planning in different ways when needed such as: the use of word banks, different learning tools i.e. number lines, practical resources, differentiated levels of questioning/scaffolding and different ways of recording their learning and the level of adult support given, will support children in achieving their learning objectives. For more specific ways adaptations are made, please see individual subject policies on our school website: Examples are as follows: English: • Small group support in class. • Individual, daily reading to an adult. • Withdrawal to target children who need quieter learning environments with less distractions. • Read Write Inc phonics schemes – targeted groups. Maths: • Multisensory learning • Practical learning opportunities • Small group support in class • Talking partners Foundation subjects: • Using different ways to record their learning i.e. adult scribing their ideas, videoing conversations, • Mixed ability groupings • Collaborative learning Social, Emotional and Mental Health: • Staff have received THRIVE training to support Emotional Literacy. • Also, our Learning Mentor is highly trained to support Social, Emotional and Mental Health Needs / ELSA trained and runs a variety of Intervention groups such as: Inside Out

	Mighty Moe Sunbeams etc Information is also available from the school Behaviour Policy. Where English is not a family's first language, we can access support from the Local Authority for translated materials and interpreters if parents request this. Information about how children with EAL are supported can be found on the website.
3. The school's approach to teaching pupil's with Class teachers are responsible for: SEND: > Evaluating the effectiveness of the provision made for pupils with SEND. > Arrangements for assessing and reviewing pupils progress towards outcomes including opportunities available to work with parents and pupils as part of this assessment and review.	• Quality first teaching – to plan and deliver lessons that meet all needs in their class. • Overseeing planning and working with each child with SEND in their class – ensuring that progress is being made. • Regular conversations with their teaching assistant – assess the effectiveness of interventions that are in place. • Liaising with parents and carers about the provision of their child. • Creating and following Personalised Support Plans (Play Plans/IEPs) – sharing these with parents and carers. • Ensuring the classroom staff members are aware of provision in place and children's individual needs. • Supporting the planning and delivery of interventions. • Adults in their classroom are following the school's SEND policy
4. Contact Information Name of SENDCo: Name of SEND Governor: Contact information:	Miss Julie Hart Mrs Clare Ferguson 0151 477 8815 stmargaretmary@knowsley.gov.uk
5. Information about the expertise and training of staff in relation to	Miss Julie Hart– qualified teacher and Special Educational Needs Coordinator. The SENCO achieved the National Award for SEND Coordination in 2020. All class teachers at St Margaret Mary's Catholic Infant school have gained a teaching qualification at degree level. Our teaching assistants have all gained teaching assistant qualifications.

children with SEND.	1:1 support assistant are qualified to at least TA level. We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. Relevant staff have been involved in the following training opportunities: RWI Central line First Aid Diabetes Safeguarding and child protection Mental Health Lead training Early Help Forum EYFS SEND training ELKLAN Knowsley SENCO meetings Thrive Speech and Language Educational Psychologist Consultations Specialist expertise for children requiring additional SEND support is secured through the SENDCo who uses local authority recognised agencies. The amount of input from these agencies can differ through the year depending on the needs of pupils. New teachers to the school have an induction period which includes a meeting with the SENCO/year group leader to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. Training opportunities are matched to school development priorities and those identified through performance management. The SENCo regularly attends the LAs SENCo network meetings in order to keep up to date with local and national updates in SEND and cascades this information to staff through staff meetings. In addition, the following interventions are delivered in school both during and after the school day at different times in the year and depending on need: • Literacy support • Numeracy support • Precision teaching • WellComm • Colourful semantics • Memory skills support • Social skills group • Emotional skills group • Sensory stations/Sensory circuits • Transition support • Other interventions are delivered as required.
6. Information about how equipment and facilities	When a pupil has been identified with SEND, their work will be adapted by their class teacher to enable them to access the curriculum more easily. Teaching assistants can also be allocated to work with a pupil on a 1:1, 1:2 basis or with a small group.

support children with SEND. How accessible is St Margeret Mary's Catholic Infant School?	St Margaret Mary's regularly and carefully monitors and evaluates the quality of provision we offer all pupils. In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of a parent and pupil questionnaire/ discussions or through parents' evening meetings. Pupil progress is monitored on a termly basis in line with the SEND Code of Practice. The SENCO completes regular audits, action plans, observations of interventions and provision, sampling of parent views and pupil's views. This promotes an active process of continual review and improvement of provision for all pupils. For pupils with a medical condition, an Individual Health Care Plan will be written with the Learning Mentor and other key staff and parents/carers to guide on how to manage certain needs. Some children, with more complex needs, may have external agencies present to meet about their Individual Health Care Plan. If additional equipment is needed to support a child within school, this would be addressed at these meetings. The school is a single storey building and parts of the building are wheelchair accessible; forward planning ensures that a child is placed in the most appropriate classroom. To ensure all access for pupils and parents with disabilities, the school has ensured that most doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary. Furniture is of a suitable height, appropriate to the age group of children being taught in that classroom. The school's access plan is produced by the local authority and adopted by the school and shared with the Liverpool Archdiocese. It is reviewed by the Premises and Health & Safety Committee of the governing body. We undertake careful forward planning to ensure that the necessary support is in place to enable all children to engage in all activities, based on individual needs. Please see the school's accessibility plan which is on the school's website in the SEN section.
7. The arrangements for consulting parents of children with SEND and involving such parents in the education of their child.	Parental involvement in school is highly regarded. We encourage parents and carers to share information about their child at parent's evenings, which take place twice a year. Teachers are willing to discuss a child's progress with parents at convenient times throughout the year either arranging a meeting, making a telephone call or ad hock on the door at the beginning and the end of the day. The SENCo is also available for parents to discuss concerns by appointment. A member of staff is on the year group door each day but also, staff are on the yard and available for parents to speak to at the start of each day: SENCo/Learning Mentor/Head Teacher/Deputy Head. Pupils with SEND are admitted to St Margaret Mary's in line with the school's admissions policy. The school is aware of the statutory requirements related to SEND. The school uses its induction meetings and the initial information forms to work closely with parents to ascertain whether a child has been identified as having SEND in Early Years Foundation Stage. If the school is alerted to the fact that a child may have a difficulty in learning or accessing provision, we make our best endeavours to collect all relevant information and plan a relevant adapted curriculum. Parents contribute and take part in Annual Reviews for children with an Education Health Care Plan (EHCP) and receive copies of all relevant paperwork concerning their child. Personal Provision Plan/Individual Education Plans (IEPs) and /or play plans are produced termly for children with an EHCP, children who are on the SEND register or children who are on the monitoring list. The school operates an open-door policy with regards to any concerns a parent may have. If a parent has concerns about their child, they can speak to the class teacher in the first instance, who will inform and seek advice from the SENCo. The class teacher and SENCo will work together to oversee an IEP or play plan for the child. Our SEND Governor is a frequent visitor to school and monitors SEND provision.

	Parental involvement is also encouraged in the following ways: • Induction and information meetings prior to starting school. • Family learning activities and workshops • Links with children's centres • Parent governors • Website, regular newsletters, Instagram • Shared homework activities- via Seesaw • Visits of prospective parents are always welcome • Stay and play/ Stay and read/ Prayer & Liturgy sessions • Coffee mornings • Power or Positive Parenting 6-week course (POPP) If a child has a Personal Support plan: Individual Education Plan (IEP) or Play plan, parents are invited to reviews at least every term.
8. The arrangements for consulting children with SEND and involving them in their education.	All children are listened to and staff endeavour to respond to their needs. Children with SEND are invited to comment on their IEP/Play Plan, advise staff on how best to support them and discuss their opinions of different interventions.
9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.	Should you need to make a complaint about your child's provision, contact the SENCo via the school office. If the complaint is about the SENCo, you can contact the Headteacher or governing body. 0151 477 8815 Email: stmargaretmaryinfant.school@knowsley.gov.uk See the complaints policy on our website.
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and	The relevant referrals are made through SENCo, Head teacher, or Learning Mentor.

voluntary organisations, in meeting the needs of pupils with SEND and supporting the families of such pupils.	
11. The contact details of support services for the parents of pupils with SEND, including those made in accordance with section 32.	For free impartial advice on any matters relating to SEND contact: Liverpool and Knowsley SENDIASS on 03333237768. https://barnardosendiass.org.uk/liverpool-and-knowsley-sendiass/ St Helens: https://www.sthelensgateway.info/organisations/st-helens-helens-information-advice-support-st-helens-iass/ ADDvanced Solutions support parents/children from Knowsley, Liverpool and St Helens in a variety of ways. Please visit their website: https://www.addvancedsolutions.co.uk/ Or contact them on: 0151 486 1788 Parent support groups: Knowsley: Knowsley Parent Carer Voice - https://www.kpcv.co.uk/ Liverpool: LIPVAC - https://www.wellchild.org.uk/in-your-area/liverpool-parents-and-carers-forum-livpac/ St Helens – Listen 4 change - https://www.haltonsthelensvca.org.uk/organisation-directory/102933/Listen%204%20Change
12. The school's arrangements for supporting pupils with SEND in a transfer between phases of education.	New Starters: Before children start in Nursery the class teacher will arrange home visits and consult with previous settings to discuss the needs of individual pupils. In Reception, the class teacher will set up meetings with previous settings to discuss the needs of individual pupils. Parents are invited and welcome to attend school meetings and children have at least two visits to their new class/teacher in the Summer term. If a child is entering the school with complex needs and/or disabilities, relevant training and risk assessments will be carried out. School will also extend the amount of contact with parents and relevant agencies before the child starts here. Also, extra visits to school will be made available for the child and parents if deemed necessary. Transitioning through Key Stages: At St Margaret Mary's Catholic Infant School, we recognise that transition and change can be an extremely anxious time for some children and their parents/carers. To support children to make that transition as smooth as possible, current class teachers meet with future class teachers and

	discuss the individual needs of a child. If a child has complex needs, the SENDCo may be present for the meeting. In some circumstances, parents are invited to meet the new class teacher/1:1 support in the Summer term or early in the Autumn term. Parents are welcome to request such a meeting. Transitioning to St Margaret Mary's Junior School: St Margaret Mary's Infants has links with St Margaret Mary's Junior school, as most of our year 2 children continue their education at this school. Records of children with SEND are sent to the school with other transfer documents. The SENCO's and Learning Mentors from both the Infant and Junior schools meet to discuss the needs of the children on the SEND register and current provision to ensure that their needs are met on transition. If a child has complex needs, parents may be invited to attend the meeting. The Learning Mentor for both schools and class teachers provide whole class, small group and individual transition support to each year group, particularly Year 2 (Infants) to Year 3 (Juniors). Prior to transition to the Junior school, our year 2 children take part in carefully planned activities at both schools including seeing their new classroom, playground, finding out where the toilets and canteen are. All children receive a transition document which details their class teachers, door they enter in a morning and photos of provision areas in their new classroom. Children with EHCPs receive a transition booklet with larger photographs of their new classroom and staff. Transitioning to a New Setting: When a child transitions to a new setting, all relevant information is passed over. If a child has complex needs, this could involve a meeting with the new setting, parents/carers or external agencies.
13. Information on where the local authority's local offer is published.	St Margaret Mary's will follow a graduated approach and seek guidance from the Knowsley, Liverpool and St Helens Local offer dependant on the GP practice the child is under or their home address as applicable. For details of Knowsley's Local Offer, visit: https://www.knowsleyinfo.co.uk/home For details of Liverpool's Local Offer, visit: https://liverpool.gov.uk/children-and-families/special-educational-needs-and-disabilities/send-local-offer/ For details of St Helens' Local Offer, visit: https://lrcareershubs.co.uk/resource/st-helens-city-council-send-local-offer/#:~:text=St%20Helens%20local%20offer%20provides,carers%20%2D%20all%20in%20one%20place.
14. School Complaints Procedure/Policy.	If a parent or carer has any concerns or complaints regarding the care or welfare of their child the school complaints procedure is available on the website under Policies.
Glossary of terms:	
ASC /ASD	Autistic Spectrum Condition / Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
EHCP	Education, Health and Care plan

EP	Educational Psychologist
QFT	Quality First Teaching – an excellent standard of teaching, enabling all pupils to make progress
SaLT	Speech and Language Therapy/Therapist
SEN	Special Educational Needs
SEN Code of Practice	Statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities.
SENCO	Special Educational Needs & Disabilities Co-ordinator- organises and monitors provision for children with special educational needs
SLT	Senior Leadership Team