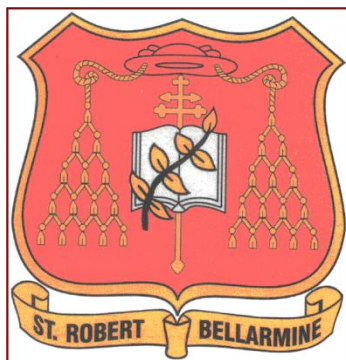


ST ROBERT BELLARMINE PRIMARY SCHOOL

SEND INFORMATION REPORT

September 2025



Meeting the Needs of Pupils with Special Educational Needs and Disabilities (SEND)

St Robert Bellarmine Primary School is mainstream Catholic Primary school. We operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum.

This is to comply with section 69 of The Children and Families Act 2014 with regard to paragraph 3 of schedule 10 to the Equality Act 2010.

Additional Information and Guidance:	
Special Educational Needs and Disabilities Coordinator (SENDCO) Mrs A. Davies St Robert Bellarmine Harris Drive Bootle Merseyside L20 6ED 0151 922 1216	She is responsible for - Coordinating provision for children with SEND and developing the school's SEND policy - Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties - Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs - Monitoring progress and effectiveness of provision - Ensuring that parents are: - Involved in supporting their child's learning and access - Kept informed about the range and level of support offered to your child - Included in reviewing how your child is doing - Consulted about planning successful movement (transition) to a new class or school She is also the Deputy Designated Person for Safeguarding

This 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 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

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

1. The kinds of special educational needs for which provision is made at the school

Our SEND profile for 2025-2026 shows that currently we have about 11% of children identified as having SEND. This includes nursery. This percentage is made up of the following groups:

- 54% are identified as having SEND linked to **Communication and Interaction** as the main category of need (including ASD, speech and language difficulties and problems with social interaction)
- 12% are identified as having SEND linked to **Cognition and Learning** as their main category of need (including maths, reading, writing, spelling etc.)
- 19% are identified as having SEND linked to **Social, Emotional and Mental Health** as the main category of need (Including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety, depression and behavioural difficulties)
- 15% are identified as having SEND linked to **Physical and Sensory** as the main category of need (including disabilities such as those affecting mobility, hearing and sight)
- Four children have an Education Health and Care Plan (EHCP) and one is in draft

2. How the school knows if children need extra help

- The Code of Practice defines a pupil as having SEND “where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to pupils of the same age.
- Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable. (SEND Code of Practice 2014)

At St Robert Bellarmine children are identified as having SEND through a combination of ways which may incorporate the following:

- Liaison with previous school or pre-school setting
- Child performing below age related expectations
- Concerns raised by a parent or carer
- Concerns raised by a teacher or external agencies (e.g. paediatrician or speech and language therapist)
- Half termly assessments

Children with a Statement/Education Health Care Plan (EHCP) already have many of their needs identified. Their placement at our school is a decision that is made by the Local Authority.

3. How to raise concerns

- You should speak to the class teacher first if you have concerns about your child's progress. You may then be directed to the Special Educational Needs and Disabilities Co-ordinator (SENDCo – Mrs Davies) or the Head teacher Mrs Dowell. Appointments can be arranged in person or by phone. They can be contacted on 0151 922 1216.

4. Assessment procedures

- Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENDCO works closely with the school assessment coordinator, head teacher and class teachers to monitor the school tracking data and ASP data. B-Squared is used and is integrated with whole school assessment and moderation, as well as it informing weekly planning. At St Robert Bellarmine we also use a number of additional indicators to identify pupils' special educational needs. Such as:
 - Analysis of data including: EYFSP, SATs teacher assessment and termly pupil assessment.
 - Any teacher or support staff concerns.
 - Following up parental concerns.
 - Tracking individual pupil progress over time.
 - Information from previous schools.
 - Information from other services.

5. The school's approach to teaching pupils with SEND

The school is committed to a whole school approach to SEND in order to encourage positive attitudes, to provide consistency in the implementation of curriculum policies and to facilitate organisational arrangements to support pupils.

Class teachers and TA's monitor the effectiveness of intervention programmes regularly. The effectiveness and efficiency of the provision for pupils with SEND will be monitored by the co-ordinator and the Governing Body.

Funding for pupils who require additional support or have SEND is used to provide additional material or personnel resources for those pupils. Each subject co-ordinator is required to make provision for SEND in the drawing up of schemes of work and in the purchase of resource materials.

For pupils who have more complex needs, school provide additional support and resources up to £6,000 and have to submit a request to the LA for additional funding based on an individualised action plan. This is to provide more support which exceeds the first £6,000. Any additional funding from the LA is used to ensure pupils are fully included and can access the curriculum.

As part of the Graduated Approach regular meetings are held concerning pupils who have SEND. The class teacher with support from SEND co-ordinator if needed, is responsible for arranging review meetings for all pupils who receive individual funding or who have an Education Health Care Plan.

All teachers are responsible for the progress of pupils in their class, including those who access additional support. It should therefore be the class teacher that parents initially approach if they have concerns about their child's progress or well-being.

School regularly evaluates the effectiveness of provision for children with SEND. We do this through termly reviews (or sooner if appropriate). The review process will evaluate the impact and quality of the support and interventions and progress made. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

6. Who oversees, plans for and works with your child and how often

- The class teacher will oversee, plan and work with children with SEND in their class to ensure that an appropriate curriculum is devised and their progress monitored.
- Every term there is a SEND assessment meeting which involves the SENDCo, Head teacher, assessment co-ordinator (Mr Seeckts) and the class teacher. Children's progress is discussed and next steps are identified. This may include referring to an external agency for appropriate support.
- There may be a Teaching Assistant working with your child individually, part of a group or to enable them to access specific interventions. The content of this will be contained in your child's SEND Support Plan and reviewed with parents and your child (as appropriate) on a termly basis by the class teacher.
- An appointment can be made with the SENDCo to discuss support in more detail if required. This can be done through your child's class teacher or at the school office.

7. Support for your child's overall well-being

- We are an inclusive school that prioritises your child's personal, social, mental and emotional development. The PSHE curriculum supports within a nurturing, caring environment.
- The class teacher has overall responsibility for this and is supported by any other adults in school as appropriate to the child's needs.
- The school is also able to support families in making contact with other agencies who can provide appropriate support. We regularly offer additional focused programs to children who benefit from work in this area from professionals trained to deliver. The Well Young Persons team amongst others is particularly effective. This may include our Parent Support Advisor (Jayne Austin) who can help signpost families for other additional support or guidance.
- The Pass assessment tools are used to identify and support individual emotional needs. Relevant referrals are made to appropriate external agencies.
- School supports children in their well-being through a range of strategies and activities such as Zones of Regulation, Healthy and Active weeks, Star of the Week, Success Tree, class and school assemblies, friendship fortnight, inclusion on all school trips and residentials.
- School work with Sefton Mental Health Support Team (MHST) who provide mental health and well being support for individual children and/or their parents. They also provide group and class work.

8. How accessible the school environment is

- Our school has adopted an accessibility policy which can be found on our school website or is available from the school office upon request.

- If you have specific access queries or concerns please contact the school office.
- We will endeavour to enable children with SEND and disabilities to have access to our facilities, taking known disabilities of pupils and parents into account, wherever possible, when allocating classrooms and planning activities. In compliance with paragraph 3 of schedule 10 to the Equality Act 2010, the governing body has written an accessibility plan which can be found using the following link
<https://primarysite-prod-sorted.s3.amazonaws.com/st-robert-bellarmino/UploadedDocument/4aff2972-0dfe-4409-b9d3-5156657c763a/accessibility-plan-2023-26.pdf>

9. Equipment and facilities to support pupils with SEND

- The school seeks to provide additional resources, especially in terms of personnel, to provide opportunities for class teachers to meet the needs of pupils with SEND more effectively.
- Subject co-ordinators are responsible for addressing the needs of SEND pupils in the purchase of books and equipment.
- Funds allocated to meet the needs of pupils are used to provide either
 - additional personnel e.g. Teaching Assistant/ additional teacher time or,
 - additional resources e.g. printed materials/laptop computer/spell checker/appropriate computer programs

10.The adapted curriculum to match your child's needs

- All learning activities are planned and adapted at an appropriate level, so that all children are able to access learning according to their specific needs.
- The class teacher and any adults working with the children will discuss your child's needs and what support will be appropriate.
- The SENDCo will monitor children the children with SEND and request appropriate advice from external agencies as needed.
- All children will have access to appropriate resources they may need in order to support their learning (for example: word mats, task planners, visuals, maths apparatus).
- In accordance with our Mission statement, the school is committed to meeting the needs of its pupils by providing equality of opportunity for all. No child is discriminated against if they have a Special Educational Need. The school SEND policy can be found by following this link

<https://primarysite-prod-sorted.s3.amazonaws.com/st-robert-bellarmino/UploadedDocument/cc9b3b44-4d9b-4df6-9a3b-e3690137a281/send-policy-2025-2026.pdf>

11.How you will know how your child is doing and how we will help support your child's learning?

- Pupil progress evenings are usually held in the Autumn and Spring terms.
- Your child's SEND Support Plan outcomes will be reviewed every term. When your child's SEND Support Plan is reviewed comments are made against each outcome to show what progress has been made. Parents/carers are also provided with a copy of this.
- You are also welcome to make an appointment to meet with your child's class teacher or

SENDCo at any time throughout the year to discuss how your child is getting on.

- We can offer advice and practical ways that you can help to support your child at home. Please speak to your child's class teacher in the first instance.
- If your child has an EHCP an annual review will take place to discuss their progress in addition to the termly SEND Support Plan meetings.
- Transitions can be a difficult time for children with SEND. We will endeavor to take steps that any transition will be as smooth as possible. Please see the SEND Policy for further information.

12.How the school knows how well your child is doing

- As a school we track and analyse the children's progress through half termly assessments. In addition to this, class teachers are continually assessing progress through a variety of ways such as discussion with adults working with your child, observations, questioning and other methods. Please contact the class teacher if you require any further information.

13.How your child will be included in activities outside the classroom including school trips

- Children are included in all aspects of school life including extra curricular clubs. Where possible the necessary support will be provided to ensure that all children are successfully included.
- We adhere to our Equal Opportunities Policy and promote inclusive practice in all opportunities we offer to our children.
- We ensure the curriculum is tailored to meet the needs of all children through our awareness and understanding of each individual child.
- We aim to exceed the minimum adult to child ratios on school trips wherever possible. In addition to this, if children are identified as needing further support, extra adults will be deployed.
- Access arrangements in assessments and end of Key Stage Tests are implemented as required.

14. How pupils are involved

All pupils are involved in self-assessment in daily lessons. They are encouraged to be aware of their own strengths and weaknesses and to set targets for improvement. Where pupils are involved, albeit at a level appropriate to their age and stage of development, in making decisions about their Pupil Support Plan, they are more likely to respond positively.

Similarly they should also participate in decision-making about the most appropriate provision to meet their special educational needs.

15. What training the staff supporting children with SEND have undertaken

- Teaching Assistants and Teachers are offered regular training with regard to SEND. Through an annual skills audit we identify any training needs. Some programmes that staff have been trained in are Talk Boost, The Listening Programme, Maths Recovery, Direct Phonics, Better Reading, SALLEY, Black Sheep, ELKLAN, Better Reading Partnership, Read Write Inc, Making Sense of Autism.
- The SENDCo attends appropriate Local Authority Training and meets with other SENDCo's in

- a local cluster group.
- In-service training needs are dealt with through the staff development plan, which is revised annually as part of the School Improvement Plan. Additional INSET provided by the LA or outside providers is made available to staff.
- School-based and cluster INSET is undertaken occasionally. Training opportunities for support staff and welfare assistants are provided wherever possible.

16. External agencies the school are working with

Special Educational Needs and Inclusion Service (SENIS) We have access to an inclusion consultant and an Educational Psychologist.

They work with school to provide

- strategies to ensure access and enhance progress.
- Support with individual support plans
- Carry out specialist assessments and provide feedback
- Provide training
- Physiotherapy Service
- Occupation Therapy Service
- Speech and Language Therapy Service
- Child and Adolescence Mental Health service (CAMHS)
- Mental Health Support Team (MHST)
- Paediatric Services
- School Nurse
- Sefton SEND assessment and Monitoring Service officer is Joyce Smyth
- Well Young Persons Team

17. Who I can contact for further information

- Please speak to your child's class teacher in the first instance.
- General information relating to SEND can be found on the school website, including the SEND policy. If you have any difficulty accessing this information please ask at the school office. Further information is also available from the SENDCO Mrs Davies or Head teacher Mrs Dowell. The school has a Complaints policy which is available on the school website or from the school office.

18. Who I should contact when considering if your child should join the school

- The admissions criteria as detailed in the School admissions policy, applies to all pupils for whom education in a mainstream school is judged to be appropriate which is in line with Sefton's admissions policy. Children on SEND support may be given an enhanced transition depending on need. We strive to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills so that all children regardless of individual need make the best possible progress. Further admissions arrangements can be found in our admissions policy

<https://primarysite-prod-sorted.s3.amazonaws.com/st-robert-bellarmine/UploadedDocument/0da95a06-3efc-43ca-9e89-7ec06d9a6ac8/admissions-policy-2026-2027.pdf>

19. Transition

- **New Starters:** Before children start in Reception, parents are usually invited to a meeting

where they will be introduced to key staff. If a child is entering the school with complex needs, relevant training and risk assessments will be carried out.

- **Transitioning Through Classes and Key Stages:** At St Robert Bellarmine, 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.
 - **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. As a school, we have strong links with feeder high schools. This allows us to set up meetings to discuss certain children who we feel may need additional support when they start secondary education. Any child who is transferring from our school who needs support with transition will be supported with their move from this school through, for example, visits, meetings, parental support and off site visits if required.
20. If you have a concern or complaint about the provision of SEND by the school in the first instance you should raise this with the SENDCo. If your concern or complaint cannot be dealt with by the SENDCo it will be referred to the Headteacher. You may also wish to refer to the school's Complaints Procedures.

If a parent of a child with SEND wishes to make a complaint concerning the provision made at the school they can access the school's complaints procedure using the following link.

<https://primarysite-prod-sorted.s3.amazonaws.com/st-robert-bellarmino/UploadedDocument/7688515c-0996-4e14-a58f-1a7530914aae/complaints-procedure-2023.pdf>

21. Sefton's Local Offer Website where parents can find more information on what is available to children with SEND and their parents/carers in Sefton is:
<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel>
22. Details for support services for parents of pupils with special needs and disabilities in Sefton is: https://www.seftondirectory.com/kb5/sefton/directory/service.page?id=wBXaryM_SUo

If as a parent of a pupil attending this school, you require a paper copy of the information on this website, we shall provide this free of charge.