# Runnymede St Edward's Catholic Primary School

# SEND Information Report

***'Have courage, the good seed will grow in the children's hearts'***

**Date written:** November 2026
**Date approved by the Governing Body:**
**Date to review:** November 2027

***SENCO: Mrs. S Brophy*** ***SEND Governor: XXXXXXXX***

***Contact: 01512812300*** ***Number of children on Roll: 480***

***Dedicated SEN time: 2.5hrs*** ***Number of children on SEND Register: 68***

***Percentage of children with SEND: 14.2%*** ***SEN Support: 58 EHCP's: 10***

***National Average: 19.4%***

***Local Offer Contribution: https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=b-c-lNikF-0&localofferchannel=8-4***

**Our Approach as a School**

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of an adaptive and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:




All teachers are responsible for every child in their care, including those with special educational needs.

**ASSESS:**-In assessing a child, school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents/carers are actively listened to and recorded.

**PLAN: -** We recognise that we must formally notify parents/carers if their child is being provided with SEN Support, despite prior involvement and communication. The teacher and SENCO agree, in consultation with the parent/carer and pupil, the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour. This is documented in a Pupil Profile which is written with the child, teacher and agreed by the parent/carer.

**DO: -** The school's SENCO, Mrs Brophy, supports the class teacher in removing barriers to learning and advising on the effective implementation of support and intervention. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this and work closely with learning support assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching. Pupil Profiles should be adhered to and monitored by the SENCO and SLT (Senior Leadership Team). Leaders and SENCO will participate in Pupil Progress Meetings to discuss strategies and next steps/actions and how we will continue to promote the use of High-Quality Teaching.

**REVIEW: -** Reviews are carried out with SEND pupils and their families. A child may have an Education, Health and Care Plan (EHCP). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCO's role. When we review, we evaluate the impact and quality of the support and consider the views of the parents/carers and pupils. This feeds back into the analysis of the pupil's needs and subsequently influence the Pupil Profile. The teacher working with the SENCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil – this will be formalised termly. We strive to provide clear information to parents/carers about the impact of support and interventions provided enabling them to be involved in planning next steps, through meeting/conversations and correspondence. In transition to another setting, information to be passed on will be shared with parents/carers and pupils and this may involve others being present at review meetings and the SENCO attending meetings offsite to support the transition process.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

**Types of Needs Provided For**

The SEND Code of Practice identifies four broad areas of need. At Runnymede we cater for all children whatever their needs.

**Communication and Interaction**

Communication and interaction needs usually centre on how children process, express, and relate to the world around them. A child with these needs might struggle to find the right words to share their thoughts, find it hard to understand multi-step instructions, or take literal meanings too far, making sarcasm and idioms confusing. Socially, this often looks like difficulty reading facial expressions, taking turns in conversation, or navigating group games during break time. When expressing feelings or understanding unwritten classroom rules becomes overwhelming, it frequently leads to frustration,

withdrawal, or behavioural outbursts simply because the child lacks the tools to bridge the communication gap.

● **How We Identify Needs**: Identification takes place in a variety of ways: observations, parental concerns, WellComm assessments, and specialist assessments. As a school, our SENDCO teaches nursery and works closely with Reception, ensuring that our early identification is particularly strong, allowing support to be implemented quickly and efficiently.

● **How We Support Pupils**: All support is personalised and may include visual support (whole class and individual), structured routines, communication support, additional adult guidance, and specific plans designed by Speech and Language therapists within communication-friendly learning environments. From September 2022, the school started using WellComm to support speech and language needs throughout the school. This allows school to assess every child within Early Years annually, as well as children throughout Key Stage 1 and Key Stage 2 if they present with additional needs.

● **Provisions Used** (Internal): Visuals, WellComm, Socially Speaking, Social Stories, Box Time, Intensive Interactions, Lego Therapy. (External): Speech and Language Therapy Services, SENISS, Educational Psychology Service.

**Cognition and Learning**

Cognition and learning challenges affect how children process, retain, and apply new information. These issues typically fall into two main categories: specific learning difficulties that impact targeted skills, or broader issues involving deficits in working memory or weak executive functioning, which leads to struggles with planning, organisation, and task switching. In the classroom, these hurdles often surface as slow work completion, task avoidance, quick frustration, or off-task behaviour as children attempt to manage or mask their academic struggles.

● **How We Identify Needs**: Identification is primarily through a variety of formal and informal assessments delivered by teachers, including standardized assessments for reading and spelling, pupil progress monitoring, educational psychology involvement, and advice from specialist services.

● **How We Support Pupils**: Support offered to our pupils is carefully thought out and matched to each individual need, giving every child a chance of success. Strategies include high-quality adaptive teaching across all classes, precision teaching, small group interventions, scaffolding, pre-teaching, same-day intervention for immediate correction of misconceptions, adapted resources, and a variety of recording methods for those who struggle to write.

● **Provisions Used** (Internal): Precision teaching, Read Write Inc (virtual classroom and tutoring), executive memory interventions, TT Rockstars support, same-day literacy and numeracy interventions, additional adult support, Toe by Toe, Reading Plus, Dreambox. (External): Educational Psychologist, SENISS.

**Social, Emotional and Mental Health (SEMH)**

Children with SEMH needs may experience a wide range of social and emotional difficulties which manifest in different ways. These may include becoming withdrawn or isolated, or displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders, or physical symptoms that are medically unexplained. SEMH also encompasses conditions such as Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorders.

● **How We Identify Needs**: At Runnymede we use a variety of methods to identify needs, including staff observations, concerns from parents and carers, attendance and behaviour records, assessments from external professionals, and pastoral records.

● **How We Support Pupils**: Our approach is always child-centred, with the well-being of the child at its core. We focus on emotional well-being, regulation, and relationships. Strategies used include key adults, pastoral support, regulation strategies, safe environments, adapted routines and expectations, opportunities for emotional literacy, and opportunities to build resilience. For all children with social, emotional, or mental health needs, the school provides a safe space where they know that whatever outburst or "meltdown" may occur, there is always an opportunity to try again.
● **Provisions Used** (Internal): Sensory Circuits, Lego Therapy, Social Stories, emotional well-being support from our Pastoral Mentor, access to our sensory room. (External): Mental Health Support Team (MHST), CAMHS, Educational Psychologist.

**Sensory and Physical**

Children and young people with sensory or physical needs may require specialist support, physical access adaptations, or specialized equipment to access the curriculum. Needs within this category can range from visual impairment (VI), hearing impairment (HI), or multi-sensory impairment (MSI), to physical disabilities that affect mobility, coordination, or fine motor skills. Some children may have conditions that fluctuate over time or require ongoing health and medical support during the school day.

● **How We Identify Needs**: Within Runnymede, needs are identified in a variety of ways: medical professionals, teacher observations, parental information, Occupational Therapists, Physiotherapists, school monitoring, and Educational Psychologists.
● **How We Support Pupils:** Children with physical and sensory needs have adaptations made which allow them to access the same learning, enrichment, and wider school life as their peers. They do this through reasonable adjustments to work and learning environments, adapted resources, specialist equipment, sensory breaks and resources, healthcare plans, and support required to access educational visits and extracurricular activities.
● **Provisions Used** (Internal): Calm corners, fine and gross motor interventions, sensory diets, access to the sensory room, adapted classrooms and resources, specialist equipment, medical and healthcare support plans. (External): Occupational Therapy, School Health Service , SENISS, medical professionals.

**Co-production meetings with children, young people and their parents:**

Involving parents and learners in the dialogue is central to our approach and we do this through:

- Working closely with parents and keeping you informed of any intervention your child may need.
- If deemed necessary we can invite specialist agencies, including the Educational Psychologist, SENISS (Special Educational Needs Inclusion Support Service), Speech and Language and Outreach teachers into school to talk to you about how we can support you and your child.
- Parent Meetings are held throughout the year. These meetings provide opportunities for parents/carers to meet with class teachers and/or the SENCO to discuss progress, review Pupil Profiles and set new targets.
- We encourage parents/carers to contact school and arrange an appointment with either the school SENCO, Class Teacher or member of the SLT if you are worried or concerned about any aspect of your child's learning or development.
- Wherever possible we try to gain children's views on how they feel about their learning and how we can best support them. This is used to inform their Pupil Profiles.

- We endeavour to ensure that all children in Runnymede St Edward's Catholic Primary School are fully included in all aspects of school life.
- All children are different and all children, regardless of their SEND needs, learn in different ways. Staff within the school are mindful of this fact and provide a curriculum and learning environment which can be accessed by all children.

**Assessing and Reviewing Progress Towards Outcomes**

Pupil progress is monitored continuously and reviewed formally every term across the school. Our assessment and review framework ensures that interventions remain effective and responsive to each child's changing needs. Class teachers, learning support assistants, and external specialists work together to track academic progress, personal outcomes, and engagement. We evaluate intervention effectiveness using standardized baseline assessments, termly progress tracking data, and qualitative feedback from pupils and parents. For pupils with an Education, Health and Care Plan (EHCP), formal annual reviews are held in line with statutory requirements. These reviews bring together parents, school staff, Local Authority representatives, and external professionals to assess progress against long-term outcomes and set new targets for the year ahead. Personal Pupil Profiles are updated every term using the Assess-Plan-Do-Review cycle. If a pupil makes limited progress, support strategies and outcomes are revised immediately rather than waiting for the next termly review.

**Transition Arrangements**

There are numerous arrangements made within school to ensure safe and seamless transitions throughout school.
In Early Years, the half term before any child starts, contact is made both with parents and any setting that the children may attend. This allows parents to share any concerns that they may have or any professional involvement that they may have. A meeting or phone call with previous settings allows any concerns or adjustments that are made to be shared in a professional context. Before children start in September parents are invited for a face-to-face meeting. This allows up-to-date information to be shared regarding the current needs of the children, builds relationships between parents and staff, and allows children to view the setting on a 1-to-1 basis. Following this, any reports or additional information not already supplied by previous settings are followed up, and any adaptations that need to be made can be put in place. Throughout the school year, before each class moves on to their next teacher, meetings are held with the person who taught them previously. This allows staff to share any records that they have or any specific adaptations that they make for individuals in their class. This may include behaviour and healthcare plans alongside the child's most recent pupil profile. Each class also has a morning where we have a "Transition Day," allowing children to meet their new teacher and see their new class. For those for whom it is deemed necessary, their new teacher will make more spontaneous encounters with them to build relationships before the transition actually occurs. For children working with 1:1 support, it is reviewed each year to see if they will benefit from a continuation of support from the same staff member or whether a change of staff will have a greater impact. As Runnymede pupils automatically transition to St Edward's College, the two schools benefit from sharing the same grounds, allowing for close communication and effective information sharing. This enables staff to meet and discuss pupils in greater depth, ensuring that their individual needs, strengths and any potential barriers to transition are fully understood. This includes children who may not be formally identified on the SEND register but are on the school's monitoring list, as well as those with specific needs that may impact upon their transition to secondary school.
In addition, where a child is identified as potentially finding the transition more challenging, additional transition days can be arranged, subject to the receiving school's availability. These opportunities help to familiarise children with their new environment, build confidence and ensure they feel supported and prepared for the move to secondary school.

**Approach to Teaching and Adaptations**

Runnymede is an inclusive school, and our values reflect our commitment to having high expectations for everyone. We treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination. Everyone in our school is important and included. We offer a broad and balanced curriculum with high aspirations and expectations for all our children. The achievements, attitudes, and well-being of every pupil matter.

## Cognition and Learning

- Provide clear, supportive manipulatives on tables to make learning more accessible.
- Use displays and visual prompts that reinforce and support current learning.
- Adapt and differentiate the curriculum to meet pupils' individual learning needs.
- Follow a robust Assess, Plan, Do, Review cycle, using evidence to evaluate the impact of support.
- Teach and revisit individual targets explicitly.
- Use tailored intervention programmes, such as Toe by Toe and Precision Teaching, where appropriate.
- Introduce agreed silent signals to support communication, attention and classroom routines.

## Communication and Interaction

- Provide access to key vocabulary, word banks and visual aids to support understanding and expression.
- Use flexible groupings, including whole-class, small-group and individual teaching.
- Use visual timetables, task prompts and other visual supports to clarify expectations and routines.
- Use sand timers to support turn-taking, waiting and understanding of time.
- Use Social Stories and comic strip conversations to explore situations and support social understanding.
- Provide small-group social skills opportunities, including Lego Therapy where appropriate.
- Offer a breakout desk or individual workspace when this supports focus and reduces distractions.
- Use WellComm to identify and support speech, language and communication needs.

## Social, Emotional and Mental Health

- Use restorative approaches to help pupils reflect on situations, relationships and next steps.
- Maintain consistent routines, clear expectations and predictable boundaries.
- Use positive reinforcement and reward systems, such as Dojos, special events and celebration assemblies.
- Provide emotional literacy interventions to develop pupils' understanding and communication of feelings using 'My Happy Mind'.
- Use Beautiful New Beginnings therapy sessions to support children's needs.
- Seek or provide support from MHST when appropriate.

- Use CAMHS to provide additional support for both in and out of school.
- Provide sensory circuits to support regulation and readiness for learning.

## Physical and Sensory

- Provide practical writing supports, such as pencil grips and writing slopes.
- Offer ear defenders and consider adjustments to noise and lighting levels.
- Use wobble cushions to support positioning and movement needs where appropriate.
- Consider weighted blankets only where individually assessed, agreed and used in line with school guidance and relevant professional advice.
- Provide sensory circuits to support regulation and readiness for learning.
- Offer access to the sensory room in line with the pupil's needs and agreed arrangements.
- Use visual aids to support understanding and reduce sensory or processing demands.
- Provide chewellery where appropriate, following school guidance and individual risk assessment.
- Use Dough Disco activities to develop fine motor skills and hand strength.

**Staff development and Qualifications:**

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We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

- The SENCO obtained the NASENCO Award in 2015
- The SENCO attends Local Authority Briefings to keep up to date with any legislative changes in SEND.
- The SENCO and school staff can access training through their Primary Consortia.
- Staff in the school receive training to meet the needs of all the children attending the school at any point in time. Examples of training includes Neurodevelopmental conditions training, Social Stories, Emotion Coaching, Lego Therapy, Speech, communication and language training, Blank Levels, Sensory Circuits.
- The school can access specialist support from Special Schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and Children with a diagnosis of Autistic Spectrum Disorder (ASD)
- The school receives support from a number of outside agencies such as the Educational Psychology Service, YPAS (Young Persons Advisory Service) Beautiful New Beginnings Therapy Service and SENISS (Special Educational Needs Inclusion Support Service).

In this current academic year (2026–2027), we have dates in the diary to train teachers on:
- Quality First Teaching
- Speech and Language
- Lego Therapy (Select staff)
- Adaptive Teaching
- Sensory Circuits (select staff)

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**Evaluating Provision**

As a caring school community, we know and value all of our children. We have ongoing teacher assessments and termly pupil progress meetings with members of the senior leadership team to identify those pupils making less than expected progress. The first response to such progress is high-quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCO and parents. A child may be added to our class "Monitoring" register to be monitored and reviewed. In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress including attendance and other factors. This information gathering will include an early discussion with parents/carers and, where appropriate, the child. There begins a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited and revised. This leads to a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles. If the support needed can be provided by adapting the school's core offer, then a child might not be considered SEND nor placed on the SEND register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will normally be placed on the SEND register at "SEND Support." The school will then seek to remove any further barriers to learning and put effective special educational provision in place. It is important to note that our SEND register is a transient document, meaning pupils may move on or off it depending on their needs. Parents are encouraged to speak to the class teacher and SENDCO about any concerns they have regarding their child's needs.

**Supporting Pupils with Medical Conditions**

In accordance with Section 100 of the Children and Families Act 2014, Runnymede has explicit arrangements in place to support pupils with medical conditions. For pupils with long-term or complex medical needs, an Individual Healthcare Plan (IHP) is drawn up in partnership with parents, healthcare professionals (such as the School Health Team, consultants, or paediatricians), and the SENDCO. These IHPs clearly outline necessary medications, emergency procedures, daily care routines, and reasonable adjustments required during the school day and on educational visits. Plans are reviewed at least annually or sooner if a child's medical needs change. Furthermore, relevant staff members receive specialized training (such as EpiPen administration, asthma management, diabetes care, or epilepsy awareness) to safely meet the specific medical needs of pupils in their care.

**Involving other Bodies (including health and social care, local authority support services and voluntary sector organisations) in Meeting the Needs of Children with SEND and Supporting their Families:**

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- Through the Primary Consortia the school can access specialist support from Special Schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and Children with a diagnosis of Autistic Spectrum Disorder.
- The school receives support from a number of outside agencies such as Educational Psychology Service and SENISS (Special Educational Needs Inclusion Support Service), ASD Team – who provide coffee mornings and workshops for parents at school.
- We can make referrals, with your consent, to many specialist services including **Mental Health Support for Children and Young People in Liverpool**, SLT (Speech and Language

Therapy Service) OT (Occupational Therapy), the Neurodevelopmental pathway, Seedlings (a branch of YPAS who run sessions for children within school hours)

- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in their Primary Consortia.
- The SENCO meets with the School Nurse and other Health Care professionals from Alder Hey to formulate and update Health Care Plans. Drop-in Meetings for families can be arranged with the school nurse and well as referrals to School Health to offer any further support.
- EHAT (Early Help Assessment Tool) meetings, EHCP meetings and any meetings involving any professionals who may be able to support your child, can be held whenever necessary. Parents will be invited to attend these meetings.

**Inclusion, Accessibility, and Emotional Development**

**Enabling Equal Access to Activities, Extracurriculars, and Trips**

Runnymede is committed to full inclusion. All pupils with SEND are enabled and encouraged to participate fully in all school activities. Extra support and reasonable adjustments are made so that afterschool clubs and enrichment programs are accessible to all pupils. Comprehensive risk assessments are completed for all school visits and residentials. Reasonable adjustments—such as additional staff support, adapted transportation, accessible venues, and specialized equipment—are put in place so no child is excluded due to their SEND or medical needs.

**Accessibility Plan**

In accordance with the Equality Act 2010, the school maintains a formal Accessibility Plan that outlines how we continuously improve physical access, curriculum delivery, and the provision of written information for pupils, parents, and visitors with disabilities. The full Accessibility Plan can be viewed on our school website under the Policies section.

**Complaints:**

- See specific complaints policy and procedure as detailed on our school website.
- In the first instance, parents are invited into school to discuss their concerns with the class teacher, followed by the SENCO who will endeavour to resolve the problem. The Head Teacher will also be informed at this stage.
- Outside agencies may be consulted, if there is an issue with the provision being provided.
- Dialogue between parents and school is actively encouraged in order to resolve problems at an early stage.