



SEN Information Report 2025 - 2026

St Ignatius Catholic Primary School is a mainstream school. We welcome all children into our school including those with additional learning or special educational needs and disabilities (SEND).

We aim to support our children to reach their full potential and become the people whom God has designed them to be. We do this by creating a school family where Jesus is at the centre of our work and play. Positive relationships with children and their families is a key factor in providing good care and education especially to children who have barriers to their learning. We work hard, we care, we respect and we love.

We have a clear structure for identifying and meeting the needs of children with SEND and additional learning needs. This is summarised below. Our policy for children with SEND is available to read on our website along with the school's Local Offer which explains how our environment and curriculum is suitable for children and adults who have additional needs.

Please see our SEND policy and Local Offer on our school website:

www.saint-ignatius.com

Children's Additional Learning Needs

Children learn at different rates and in different ways. We provide for a range of SEND that come under the headings of Communication and Interaction needs, Cognition and Learning needs, Social, Emotional and Mental Health Difficulties, and Sensory and Physical needs. We aim to create a school family where children feel confident, safe and well cared for so that all children can learn whatever their additional needs may be.

A child with SEND has significantly more difficulty in learning than their peers. Their needs may be highlighted initially by:

- The child him / herself
- Parents and Carers
- Information from home and previous educational settings and agencies

- Observations in school (senior staff monitoring, teaching and support staff)
- A struggle to record work and ideas in a way that reflects ability, underperforming, misunderstanding or not enjoying their lessons
- Regular tracking of academic progress through teachers' assessments and tests, adapting planning and measuring the impact and outcome of our actions
- Information from other agencies who support a child, for example, a Speech and Language Therapist

How do we help?

From time to time, many children benefit from extra help or explanation and this is a normal part of classroom practice. When a child needs regular, additional support to make progress in their learning, we talk to their family and their child and plan how to provide for their special educational need. Parents are invited to discuss and support the targets for learning because they know how their child learns and can offer encouragement and support at home. When school and home are working together, the child feels secure and is more likely to make good progress in learning and play.

When a child has regular, additional support at school, it is helpful to write a School Support Plan (SSP). The plan shows the additional teaching and help at school and at home and how this will be monitored and reviewed.

Talking to children with additional learning needs and SEND

We explain to each child

- what we want them to achieve. **Be clear.**
- have high expectations for each of our children. **Aim high.**
- how we can work together to do this. **Help.**
- their learning strengths and weakness. **Build on what works.**
- encourage reflection about learning. **Learn how to learn.**
- celebrate each success. **Feel good.**
- ensure good self-esteem. **Be positive.**

Making a good relationship with a child and finding ways for them to shine in school helps to maintain self-belief and confidence. If progress is not apparent, a target may need to be broken down further to become achievable.

Listening to children with SEND

It is a strength of our school that adults believe in forming good relationships with every children and we have a strong ethos of pastoral support. Talking and listening to a child helps us to identify any bullying or safe-guarding issues where a child with additional learning needs may be particularly vulnerable and need support.

Who can help when there is a concern?

The Class Teacher

In the first instance, parents and carers talk to their child's class teacher who is the key person with responsibility for the day to day learning and care of each child.

The SENCO

St Ignatius has a qualified teacher, Miss Starkie who works as a special educational needs and disabilities co-ordinator (SENCO). Class teachers and parents can discuss concerns about a child with her. She can observe, assess and make suggestions about ways to support a child's learning. The SENCO will guide families through the special educational needs and disabilities support which is available through Lancashire County Council. She will also liaise with outside agencies or refer children for further support and assessment. Currently, we regularly signpost children to Speech and Language Therapy, Occupational Therapy, Physiotherapy and support referrals to medical services. We also work with Specialist Teachers and Educational Psychologists.

Most additional support for children is funded through monies delegated by the local authority to the school budget. If further assessment and educational advice is needed, the school will arrange this through the local authority's traded services or through private companies. This is only done in discussion with parents and with their agreement.

The Head Teacher

Mrs Luena Archibald has overall responsibility for the safety, care and progress of all children within the school. She is getting to know our families and will often greet you at the school gate each morning. Mrs Archibald is also responsible for children in Care who have Personal Educational Plans and for children adopted from Care.

The Governing Body

Mrs Mein has a specific responsibility and interest in the progress and well-being of children with special educational needs and disabilities. The Governing Body has statutory requirements to ensure that all children have their learning needs identified and met.

Resources

All classes have an experienced teaching assistant (TA) who is directed to teach small groups or individual children. Their observations are discussed with the class teacher. TAs also work with children individually and in groups using recognised intervention programmes as well as personalised learning.

At St Ignatius, we have a Learning Mentor who provides a nurturing environment where children with emotional and social needs are able to build their self-confidence and develop the skills they need to be successful. Mrs Croly organises different programmes of support for children working individually and in small groups to build the skills we need: self-esteem, self-confidence and friendship skills.

Before school, children are offered a breakfast bagel because we know that we need to look after each child's physical needs. After school, there are a number of clubs which are free to attend and designed to help children develop skills, hobbies and friendships. These include many sports clubs, reading club, computing club, science club and choir. This provision is available for all children.

Monitoring the progress of children who have SEND

Schools are required to assess children against national age-related expectations (AREs) for learning. Regular assessments are carried out throughout the school year as well as daily teacher observations. Data about a child's attainment and progress is up to date so that adjustments to teaching are made. For children working significantly below age related expectations, we use LCC's additional system of measuring progress in small steps (PIVATs). For children who are working below P4, we use the Engagement Model to celebrate their progress in different areas of learning.

Teachers will usually meet parents termly to discuss their child's achievements and to evaluate the SSP. This is an 'assess, plan, do and review' cycle. Including parents in target setting is important because parents know how to support their child's learning and can give much needed encouragement and praise. Overall, the progress of children with SEND in the school is interpreted by governors and staff so that future provision can be maintained or improved.

Sharing information, successes and concerns with families

Working closely with parents is always a key factor in children making good progress at school. Parents and carers are asked to complete a registration form and inform school of any known SEND needs. As well as sharing information through SSPs, families are invited to three Parents' Evenings. We write two, short or interim reports and a full end of year report about each child. We value parents' comments (verbally, by the return slip or via a meeting) and we respond as quickly and helpfully as possible. Families are welcomed into school on regular curriculum and social days throughout the year.

Education and Health Care Plans

When a child's needs are more complex, it may be necessary to seek statutory support through an Education and Health Care Plan (EHCP). This is done collaboratively with the family and in consultation with the local authority. Reviews are held annually and the child's views and parents' views are important.

Social, Emotional and Mental Health (SEMH)

We observe children carefully for changes in their demeanour and discuss concerns promptly with a child's family. We actively encourage children to build resilience through our spiritual life which permeates our whole school life and through taught strategies as part of classroom practice. Our school values and ethos are shared with the children and provide a safe, loving environment for children to grow and learn. Throughout the school, we use positive behaviour measures to encourage self-control and self-motivation. We are aware of national concerns for the mental health and wellbeing of primary school-aged children and keep up to date with current training.

Evaluating our Support for Children with SEND

By measuring the impact of specific support on a child's learning and development we can evaluate the effectiveness of our SEND support and plan how to help the child make further progress. We check that children with SEND are included fully in the life of the school beyond the classroom. We monitor attendance and punctuality. We listen to the child and their family and try to work together to do the best for each child.

Moving to high school

All year 6 children have preparation to help them make a successful transition to high school. Any child, including those with SEND, can be supported further with extra transition visits, meeting high school children and by making contact with key adults in their next school. We enjoy good relationships with local high schools. Their staff liaise with us and our parents and children to try to make the move to high school a positive experience.

Medical Needs

Support for children with medical needs is usually provided through a specialised medical team as appropriate who can advise and train our staff. A Care Plan is agreed with the child's family. (Please see Supporting Children with Medical Needs Policy on the website.)

Tests and SATs

School shares any decisions about statutory tests with parents including special arrangements. The guidelines for who can have adaptations or be exempted from SATs are checked carefully each year so that the best decisions for children with SEND can be made.

Lancashire County Council (LCC)

The school has support from Lancashire County Council via the SEND Officer. We attend the local authority training and information for schools.

[The IAS Team](#) (Information, Advice and Support) The IAS Team (previously SENDIASS and Parent Partnership) serves parents and carers of children with special educational needs and disabilities. It is free, impartial, and confidential. It can help families to gather, understand and interpret information in relation to SEND and we are happy to work with them.

IAS Tel: 0300 123 6706 Monday to Friday 9am to 5pm

Email: information.lineteam@lancashire.gov.uk The school also signposts parents to support groups directly or via our newsletter.

Complaints about Support for Children with SEND

Please discuss concerns with your child's class teacher, in the first instance. If needed, the SENCO and the head teacher and the Governing Body will try to help as these are the normal channels in the complaints process.

Thereafter, the disagreement resolution service used for SEND in Lancashire is called Global Mediation. Disagreement resolution is for all children and young people with special educational needs and disabilities when a family does not agree with a decision made by a professional. Families can now appeal recommendations about health and social care needs and provision specified in EHC plans, in addition to the educational aspects, when making a SEND appeal.

Global Mediation: 0800 064 4488.

This service is free of charge and your conversation is confidential.

Please contact school directly if you would like to discuss any SEND matters with us.

Head Teacher Mrs Luena Archibald head@st-ignatius.lancs.sch.uk

SENCO Miss Hannah Starkie h.starkie@st-ignatius.lancs.sch.uk

SEN Governor Mrs J Mein via school email

Telephone 01772 555 252

The Policy for Children with SEND explains our provision for children with SEND in more detail and is available to read on the school website and from the school office.

[Home | St Ignatius' Catholic Primary School](#)

Our Local Offer is also available to read on the school website and describes how our environment and curriculum are suitable for people with SEND.

The SEND provision made by Lancashire County Council is available to read
www.lancashire.gov.uk

The SEND Code of Practice 2014 is available to read
www.go.uk/government/publications/send-code-of-practice-0-to-25

GDP requirements are in place to protect personal data.

19.9.2025 Sarah Evans – Acting Head teacher