

ST NICHOLAS CATHOLIC PRIMARY SCHOOL SEND Information Report

2026 to 2027

"Love one another as I have loved you."

Our commitment

At St Nicholas Catholic Primary School, every child is valued as a unique and precious gift from God. We are committed to identifying needs early, removing barriers to learning, participation and wellbeing, and working closely with children and families so that the right support is put in place at the right time.

Headteacher

Mrs J Burns

SENCO

Miss F McAndrew

SEND Lead Practitioner

Mrs G McGrath

SEND Governor

Mrs Jenny Stuart Collins

Review period

2026 to 2027

About this report

This report explains how St Nicholas Catholic Primary School identifies and supports children with special educational needs and disabilities, how we work with children and families, and how we review the impact of our provision.

It should be read alongside our SEND Policy, Accessibility Plan, Behaviour Policy, Medicines and Supporting Pupils with Medical Conditions information, Safeguarding and Child Protection Policy, and other relevant school policies.

Our SEND offer is responsive. Provision, interventions and pathways may change as the needs of individual children and our school community change. We regularly review what is available so that support remains purposeful and matched to identified barriers.

What do we mean by SEND?

A child has special educational needs when they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is provision that is additional to or different from that made generally for children of the same age.

A diagnosis is not required for a child to receive support. We focus on understanding a child's strengths, identifying the barriers they may be experiencing and putting appropriate support in place.

Children may have needs within one or more of the four broad areas:

- Communication and Interaction, including speech, language and communication needs and autism.
- Cognition and Learning, including general learning needs and specific learning difficulties such as dyslexia and dyscalculia.
- Social, Emotional and Mental Health, where needs may affect emotional wellbeing, regulation, relationships, engagement or participation.
- Sensory and Physical Needs, including physical disability, visual impairment, hearing impairment and other sensory needs.

Children do not always fit neatly into one area. We consider the whole child and recognise that needs can overlap and change over time.

English as an Additional Language, attendance, health, life experiences or gaps in learning can affect progress without necessarily meaning that a child has SEND. Where there is uncertainty, we take time to understand the barrier rather than assuming that difficulty automatically means SEND.

How do we identify needs early?

Early identification, strong transition and partnership with families are central to our approach.

Before children start Reception, we complete a home visit for every child and invite children and families to two Stay and Play sessions. Members of the SEND Team are present during transition opportunities so that we can begin to understand children's interaction, communication and wider development. Where a need is already identified or emerging, we liaise closely with parents, nursery settings and professionals and may visit the child's nursery or previous setting where appropriate.

Once children enter Reception, all pupils are screened for speech, language and communication needs. Screening can also take place at any point later in school where a speech, language or communication concern emerges.

When a child transfers to St Nicholas after Reception, we gather information from parents and the previous setting and, where time allows, plan an individual transition that reflects the child's needs.

Throughout school, teachers continually monitor children's progress, participation, development and wellbeing. A concern may arise through:

- teacher observation and formative assessment

- formal assessment and progress information
- screening or more detailed assessment where appropriate
- the child's response to adaptive teaching and our Universal Offer
- pupil voice
- parent and carer views
- information from previous settings
- reports or advice from professionals

If we identify a concern, we contact parents or carers to share what we have noticed, listen to their views and agree next steps. Parents and carers can also raise a concern at any time. Families know their children well and their knowledge is an important part of understanding need.

What happens when a concern is identified?

Staff follow our internal referral and Early Identification processes so that concerns are explored carefully and support is timely.

For many children, the first response is to strengthen or personalise strategies within our Universal Offer. These strategies may also be introduced following a parent request where appropriate. We then monitor how the child responds.

Where a concern continues, we use an Assess, Plan, Do, Review approach. This may include targeted assessment, a time limited intervention, further observation, consultation with the SEND Team or advice from an external professional.

Our Early Identification process helps us decide whether a child's needs can be met through ongoing adaptive teaching and targeted support, whether the child requires SEN Support, or whether further specialist advice is needed.

Our school pathways provide staff and families with a clear guide to identification and support across speech and language, Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and Physical needs. These pathways are reviewed as our offer develops.

Speech and Language pathway

Speech and language support can sit alongside or separately from wider SEN Support. All children are screened on entry to Reception and further screening can be undertaken at any point if a concern emerges. Where internal screening through our speech and language provision identifies a need, a child may follow our speech and language pathway and receive targeted support. Active targets are reviewed regularly and recorded as Secure, Emerging or Developing. We also look for evidence that the child can use the skill outside the intervention session. If progress is limited, support may be adapted or escalated to the SEND Team or appropriate speech and language service.

How is SEN Support planned and reviewed?

Where a child requires special educational provision, support is planned through the graduated approach of Assess, Plan, Do, Review.

- **Assess.** We build a clear picture of the child's strengths, needs, progress and barriers using assessment, observation, pupil voice, parent voice and relevant professional information.
- **Plan.** We agree the provision, adaptations and priority outcomes that will help reduce the identified barriers.
- **Do.** The class teacher remains responsible for the child's progress and for ensuring agreed provision is implemented, including when support or intervention is delivered by another member of staff.
- **Review.** We evaluate progress, the impact of provision and whether skills are being generalised into everyday learning and school life. Provision is continued, adapted, reduced or escalated according to need.

Children on SEN Support have an Individual Provision Map and a SEND Review. Priority SMART targets are set termly. If a target is achieved early, a new target is written rather than waiting for the next formal review point.

Provision and interventions are reviewed half termly through our ongoing Assess, Plan, Do, Review cycle. Formal SEND Review information is shared with families three times each year. Autumn term review paperwork is sent home during the first week back in January. Spring term review paperwork is sent home during the first week of the Summer term. Summer term review paperwork is sent home during the second to last week of the school year.

Families receive the relevant Individual Provision Map, SEND Review and Sensory Profile where applicable. Parents and carers are invited to contribute their views and discuss provision through our review cycle, Parents' Evenings, SEND Team meetings and planned SEND drop in opportunities.

How do we involve children in decisions about their support?

Pupil voice is ongoing and may be planned or gathered responsively when a child's needs or circumstances change. We want children to understand what helps them, what they find difficult and how they can communicate their needs to others.

Children contribute to SEND Reviews in a way that is appropriate to their age, communication and development. For very young children or children who cannot communicate their views verbally, we use observation, interaction, communication systems and the knowledge of adults who know the child well.

Pupil voice is used to shape provision, adaptations, targets and transition planning rather than being collected as a separate exercise.

How do we work with parents and carers?

Strong relationships with families are central to our SEND approach. The class teacher is usually the first point of contact because they know the child's day to day learning and provision. Families can also contact the SEND Team directly.

Parents and carers are involved through regular communication, SEND Reviews, parent voice, two Parents' Evenings, SEND Team appointments, a Summer term SEND drop in, termly SEND coffee afternoons and our dedicated termly newsletter, The SEND Update.

We recognise that children can present differently at home and at school. School will describe honestly what we observe while listening carefully to family experiences. A difference between home and school presentation does not mean that either account is wrong. Both perspectives help us understand the whole child.

Where families wish to explore assessment for a neurodevelopmental condition, we can discuss available pathways and provide accurate school information about what we observe. Support in school does not wait for a diagnosis.

What teaching and support are available?

Every teacher is a teacher of SEND. Our starting point is ambitious, inclusive classroom teaching with adaptations matched to the child's identified barrier. We maintain high expectations while recognising that some children may require teaching at an earlier developmental or curriculum point in order to make meaningful progress.

Our Universal Offer includes a wide range of approaches that can be used according to need. These include visual timetables, Now and Next support, task boards, movement and regulation breaks, Regulation Zones check ins, sensory resources, adapted equipment, explicit vocabulary teaching, scaffolding, chunking, pre teaching and support for independence.

Targeted provision is selected because assessment has identified a particular barrier. Our intervention offer can include:

- speech, language and communication programmes, including NELI, targeted speech and language work, Colourful Semantics and individual speech and language targets
- Intensive Interaction, Attention Autism approaches, Construction for Inclusion and personalised communication support
- RWI Fast Track Tutoring, Hertfordshire Phonological Awareness, SENIT phonics and key word reading approaches, daily reading and targeted fluency support
- Doodle Maths, Doodle Spell, Number Sense, arithmetic and key fact support, targeted pre teaching and personalised learning programmes
- fine motor and gross motor intervention, sensory circuits, individual sensory plans and specialist programmes recommended by Occupational Therapy, Physiotherapy or other professionals
- Nurture, trained staff use of appropriate MindMate materials, Seasons for Growth, executive function support and therapeutic counselling through Catholic Care where appropriate
- targeted Forest School where an identified child would benefit from structured opportunities to develop communication, interaction, independence, regulation, confidence or related individual outcomes

Not every intervention is running at all times. Provision is responsive to the children currently in school. Access to an intervention does not automatically mean that a child has SEND.

How do we know whether support is working?

We use a range of evidence because progress looks different for different children. This may include formal and formative assessment, B Squared, RWI assessments, Testbase, reading fluency and comprehension information, Doodle baselines and progress, intervention entry and exit information, observations, books, pupil voice, parent voice and professional assessment.

We are particularly interested in whether a child can generalise a skill. A skill demonstrated only within an intervention session is not necessarily secure. We look for increasing independence and successful use of the skill within the classroom and wider school day.

SEND Case Sampling brings together key evidence from the child's Individual Provision Map and SEND Review, pupil voice, classroom practice, work and assessment so that we can check whether the identified barrier, target and provision genuinely match.

The SEND Team also reviews whole school SEND information to identify patterns, evaluate provision and plan future support.

How do we support Communication and Interaction needs?

Support is matched to the individual barrier and may include communication friendly classroom practice, visual support, objects of reference, Colourful Semantics, Intensive Interaction, Attention Autism approaches, Construction for Inclusion, social stories, structured interaction opportunities, sensory and regulation support and targeted Forest School.

For children with autism or possible autism, we respond to the child's needs whether or not a diagnosis is in place. Where a family wishes to explore diagnostic assessment, the SEND Team can support them to understand the current local route and can contribute school evidence. We describe what we see in school while respecting that presentation may differ in other environments.

How do we support Cognition and Learning needs?

We first work to understand whether a child has an underlying learning need, a specific gap in knowledge, or another barrier affecting access to learning. Being below age related expectations does not automatically mean that a child has SEND.

Assessment may include classroom assessment, standardised assessment, B Squared, RWI assessment, reading fluency and comprehension checks, Doodle gap analysis, phonological awareness assessment and other tools where appropriate.

Support may include additional phonics teaching, phonological awareness work, daily reading, targeted fluency practice, multisensory spelling, maths intervention, pre teaching, retrieval practice, adapted recording, reduced cognitive load, explicit teaching of memory and organisational strategies and more personalised curriculum priorities where a child is working significantly below age related expectations.

Where there are indicators of a specific learning difficulty, the SEND Team can undertake or coordinate appropriate screening and assessment. Screening can identify a profile consistent with a specific learning difficulty but does not itself provide a medical diagnosis.

How do we support Social, Emotional and Mental Health needs?

We view behaviour as communication and seek to understand the need or context underneath a child's presentation. SEMH support does not automatically mean that a child should be placed on the SEND Register.

Whole school support includes Regulation Zones, daily check ins, regulation spaces, calm areas where needed, practical breathing and regulation strategies, trauma informed practice, co regulation and time to regulate before reflection.

Where targeted support is appropriate, provision may include Nurture, relevant MindMate workbooks delivered by trained staff, Seasons for Growth, executive function support, Catholic Care therapeutic counselling or referral to an appropriate specialist service.

Where an SEMH intervention is being evaluated, an SDQ may be used before and after intervention alongside child, parent and staff information. We look beyond incident counts to meaningful changes in participation, regulation, relationships, independence and return to learning.

Understanding a child's needs does not mean removing all boundaries or expectations. We make appropriate adjustments, support regulation, explicitly teach missing skills and maintain safety, dignity and high expectations.

How do we support Sensory and Physical needs?

We have a strong focus on physical development from the Early Years. Fine motor and gross motor development is supported through classroom practice and targeted intervention where needed. Handwriting is taught explicitly throughout school and includes appropriate fine motor, gross motor and pencil control strategies.

Children with sensory needs may have a Sensory Profile completed with information from school and home. This can inform an individual Sensory Plan. Provision may include sensory circuits, movement breaks, sensory baskets, resistance bands, wobble cushions, weighted resources, body socks, ear defenders, adapted seating, writing slopes, pencil adaptations, alternative paper or print and timetabled access to our sensory pod according to need.

Where a child has a visual, hearing, physical or motor need, we will seek appropriate specialist advice and make reasonable adjustments. We have worked with specialist services when required and will access Occupational Therapy, Physiotherapy, visual impairment, hearing impairment or other relevant expertise according to individual need.

How do we support children with medical needs?

A medical condition does not automatically mean that a child has SEND. Some children with medical conditions will also have SEND where their condition creates a learning difficulty or disability requiring special educational provision.

We consider each child individually and coordinate medical and SEND planning where both are required. Further information about the support available for health conditions, medicines, allergies and

individual healthcare planning can be found on our Medical Needs and Allergies page and in the relevant school policies.

How do we support emotional wellbeing, friendships and protection from bullying?

Children with SEND are fully included in our wider work on wellbeing, relationships, safeguarding and behaviour. Staff are expected to understand children's individual communication and regulation needs and to make appropriate adjustments.

Where a child experiences friendship difficulties, bullying or another concern, we respond through the appropriate school procedures while considering whether SEND affects how the child understands, communicates or responds to the situation.

Safeguarding always takes priority. A safeguarding concern is acted upon immediately and does not wait for the SEND or Early Identification process.

How are children with SEND included in school life?

Children with SEND are supported to participate in the full life of St Nicholas, including the curriculum, Catholic life and mission, collective worship, trips, residential experiences, clubs, physical education and wider opportunities.

We consider reasonable adjustments individually so that barriers to participation are reduced wherever possible. Where an activity requires additional planning, we work with the child, family and relevant staff or professionals to identify safe and appropriate arrangements.

Support is planned to promote independence. Additional adult support is used thoughtfully and should enable access rather than create unnecessary dependence.

How do we support accessibility and secure equipment or facilities?

We work with children, families and relevant professionals to understand individual access needs and make reasonable adjustments so that children can participate as fully as possible in school life.

Our school has designated accessible parking, level access routes where available, and an accessible hygiene suite with toilet, changing and shower facilities and space for wheelchair access.

The physical accessibility of our site is kept under review. Some areas of the building present access limitations, including level changes and features such as the weight of the main entrance door, so individual access arrangements may be required.

Within classrooms and the wider school environment, we can provide or secure equipment and adaptations according to need. This may include sensory and regulation resources, adapted writing equipment, alternative presentation of materials, communication support and specialist resources.

Where a child requires equipment or provision that we do not currently use, we work with parents and appropriate professionals to establish what is needed and how it can be secured. Our Accessibility Plan sets out how we continue to improve curriculum access, the physical environment and access to information.

What expertise and training do staff have?

Staff development is planned in response to the needs of children in school and priorities identified through monitoring. All staff receive regular support around inclusive practice and SEND.

Our current staff expertise includes trauma informed practice, autism training, Team Teach, sensory and regulation approaches, speech and language strategies, MindMate workbook training and a range of

literacy, phonics, maths and communication interventions. Members of the SEND Team have training in dyslexia assessment and screening.

Where specialist expertise is required, we seek advice, training or direct involvement from the appropriate service. Staff implement professional recommendations and the SEND Team monitors how these are embedded into everyday provision.

Which external professionals and services might we work with?

The professionals involved will depend on the individual child. We may work with services including:

- Leeds Inclusion Advisory Team
- Educational Psychology
- speech and language services, including our school based Chatterbugs provision and other appropriate speech and language services
- Occupational Therapy and Physiotherapy
- visual impairment and hearing impairment services
- MindMate and other emotional wellbeing or mental health services
- Catholic Care
- School Nursing
- East Area Inclusion Partnership
- Family Hub services, including the Compton Centre
- other health, education, social care or voluntary services where appropriate

We seek specialist involvement when it adds value to our understanding of the child or the provision required. Parents and carers are kept involved in decisions about referrals and professional support.

What are Education, Health and Care Plans?

Most children with SEND have their needs met through SEN Support. Where a child has significant and complex needs and the support required may be beyond what can reasonably be provided through SEN Support, an Education, Health and Care needs assessment may be considered.

An Education, Health and Care Plan, often called an EHCP, is a statutory plan issued by the local authority. Where a child has an EHCP, school delivers the educational provision specified in the plan and reviews progress towards outcomes.

EHCPs are reviewed at least annually. Children and parents are involved in the Annual Review and relevant professionals are invited to contribute. Where a child is approaching a phase transfer, transition planning and statutory timescales are considered carefully.

Parents and young people can also request an EHC needs assessment directly from the local authority. Leeds SENDIASS can provide independent information and advice about the process.

How do we support transition?

Transition is planned according to individual need.

When children join Reception, every family receives a home visit and children attend two Stay and Play sessions. Where additional needs are known or emerging, we work with parents, nursery settings and professionals and may visit the child in their nursery setting.

For children transferring into St Nicholas later, we gather information from parents and the previous setting and, where time allows, agree the best way to introduce the child to school.

When children move between classes, relevant SEND information is shared with the receiving teacher. For children requiring additional support, transition may include extra visits, photographs, visual information, social stories, relationship building with key adults or other personalised preparation.

Year 6 transition is planned carefully with receiving secondary schools. Where a child needs enhanced transition, this may include additional visits, clear go to adults, safe spaces, visual information, early

relationship building and close liaison between the family, St Nicholas, the receiving school and involved professionals.

When a child leaves St Nicholas, SEND records and relevant information are transferred securely and we contact the receiving setting where additional discussion would support continuity.

How do we support independence and preparation for adulthood?

Preparation for adulthood begins long before secondary school. Throughout primary school we help children develop confidence, communication, independence, relationships, self care, regulation and the ability to understand and communicate their own needs.

Children are encouraged to understand what helps them, what they find difficult and how they can ask for support. Adult support is reviewed so that independence can increase where appropriate.

Transition planning helps children carry this understanding into their next class, phase and setting.

What arrangements are in place for children looked after or previously looked after?

Where a child looked after also has SEND, the SENCO works with the school's Designated Teacher and relevant professionals so that educational, care and SEND planning are appropriately coordinated.

Where a child is previously looked after or living under another care arrangement such as a Special Guardianship Order, we consider their individual circumstances and needs and coordinate support with the appropriate school leaders and professionals. A Personal Education Plan is a statutory process for children who are looked after. Other children are supported through the planning arrangements appropriate to their legal status and individual needs.

What are the admission and accessibility arrangements for disabled pupils?

St Nicholas is committed to inclusive admission arrangements and to ensuring that disabled children are not treated less favourably because of disability. Admission arrangements are set out in the school's Admissions Policy and relevant local admission arrangements.

Where a child has an EHCP that names St Nicholas, admission is considered through the statutory EHCP process.

We make reasonable adjustments and plan provision so that disabled pupils can access the curriculum, school environment, information and wider opportunities as fully as possible. Our Accessibility Plan sets out the actions we take to increase participation, improve the physical environment and improve access to information.

What can I do if I have a concern about my child's SEND provision?

We hope that families feel able to talk to us whenever they have a question or concern. In most cases, concerns can be resolved quickly through open conversation and working together.

Your child's class teacher should usually be your first point of contact, as they know your child's day to day learning and provision. You are also very welcome to contact our SEND Team if you would like further support or wish to discuss your child's needs in more detail.

If you remain concerned, you can speak with the Headteacher. Our school also has a formal Complaints Policy, which explains the steps available to parents and carers if a concern has not been resolved.

Families can also access independent information, advice and support through Leeds SENDIASS.

Where can families find further information, advice and support?

We know that navigating SEND support and services can sometimes feel overwhelming, and families do not have to work everything out alone. Our SEND Team is always happy to help parents and carers understand the support available and, where appropriate, signpost or support families to access other services.

Leeds Local Offer

The Leeds Local Offer brings together information about SEND services, education, health, social care, activities and support available to children, young people and families across Leeds.

Website: www.leedslocaloffer.org.uk

Email: LLO@leeds.gov.uk

Leeds SENDIASS

Leeds SENDIASS provides free, confidential and impartial information, advice and support about SEND for children and young people and their parents and carers.

Telephone: 0113 378 5020

Email: sendiass@leeds.gov.uk

Website: sendiass.leeds.gov.uk

Further information and contact details for services we regularly work with can also be found on the Services and Support page of our school website. If you are unsure where to begin, please speak to us. We will be happy to help you find the most appropriate next step.

Who can I speak to about SEND at St Nicholas?

We want families to feel comfortable talking to us about their child's needs at any point. Your child's class teacher is usually the first point of contact and can discuss how your child is getting on, the support in place and any concerns you may have.

Our SEND Team works closely with children, families, staff and other professionals to coordinate SEND provision across school. Parents and carers are also very welcome to contact the team directly if they would like advice, have a concern about their child's needs or would like to discuss SEND support in more detail.

SENCO	Miss F McAndrew
SEND Lead Practitioner	Mrs G McGrath
SEND Governor	Mrs Jenny Stuart Collins
Telephone	0113 293 0318
Email	SEND@stnicholasprimaryleeds.org.uk

Working together

At St Nicholas, we believe that strong relationships with families are central to getting support right for children. We welcome questions, conversations and feedback throughout your child's time with us.

Key statutory and school information

This report is reviewed at least annually and updated sooner where information changes.

- SEND Code of Practice: 0 to 25 years, available through GOV.UK
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- St Nicholas SEND Policy
- St Nicholas Accessibility Plan
- St Nicholas Admissions Policy
- St Nicholas Complaints Policy
- St Nicholas Behaviour Policy
- St Nicholas Safeguarding and Child Protection Policy
- St Nicholas Medicines and Supporting Pupils with Medical Conditions information
- Leeds Local Offer