



St Patrick's Catholic Primary School SEN Information Report

April 2026

Q1. What type of school are you? What special educational needs do you cater for and are there eligibility criteria?	St Patrick's Catholic Primary School is a Voluntary Aided mainstream setting that serves the needs of the Catholic Christian communities on the Eastern side of Southampton. We are committed to providing a high-quality education for pupils with a wide range of needs. This includes those with particular needs in the areas of: • communication and interaction • cognition and learning • social, emotional and mental health • sensory and/or physical St Patrick's Catholic Primary School: • works in partnership with parents and carers and children to provide a happy and secure Christian environment in which the children will develop spiritually, intellectually, socially, physically and emotionally • provides a wide range of experiences and activities in religious education and all subjects of the national curriculum to stimulate and extend each child fully • celebrates each person for their individual gifts and talents • demonstrates a genuine spirit of justice, care and reconciliation
Q2. How does your education setting know if children need extra help? What do I do if I think my child has special educational needs?	Within the school, assessments are made through routine observations, formal assessments and teachers' judgement of the outcomes of pupils' work and other factors such as attendance and emotional well - being. The progress of all pupils is reviewed regularly by class teachers and this is monitored throughout the year. Alongside this, we welcome the views of parents and consider how best to support any needs parents have identified. We ask children to review their learning and provide opportunities for them to share that they feel they need extra help or are finding things difficult. Our pastoral team get involved early on for children where the school, parents, or the child feel extra help may be needed and they work very closely with the SEND team. We also consider recommendations from external agencies. If you are concerned about your child in any way, you should contact the Class Teacher in the first instance via the School Office: 023 80448502. It may be decided, following discussion with you, and in consultation with the SENCo, that your child has Special Educational Needs/Disabilities (SEND) and may benefit from different or additional assessment and support. Our school SENCo is Rachael Davis who can be contacted at senco@st-patricks.southampton.sch.uk, on 02380 448502 or via the school office.
Q3. How will both you and I know how my child is doing? How will you help me to support my child's learning?	St Patrick's Catholic Primary School recognises the importance of working closely with parents and children and values a strong home/school partnership. Parent consultations are held twice a year and are attended by parents and children. They are an opportunity for parents, children and teachers to share an understanding of your child's progress. At these meetings, support that is in place you're your child will be discussed, as well as suggestions for how you can support your child's learning outside of school. Class Teachers are happy to have additional meetings by prior arrangement.

Q4. How will the education setting support my child?	What is available for all of our children	Extra help for individuals or small groups	Specialised support
Teaching	High quality teaching which ensures that every child is actively engaged in their learning and is making progress. Assessment for learning is used to inform planning for different levels of attainment to ensure that all children can access the curriculum.	Additional support or input is given by teachers or teaching assistants if children's progress is causing a concern.	Targeted support is put in place for children whose progress is falling well below national age expectations, where necessary. This support is personalised to the child and their particular area of need.
Learning / curriculum	We aim to ensure that all children receive a broad and balanced education with the greatest possible access to the full national curriculum and Religious Education.	Learning is differentiated for individuals/groups to ensure their full access and their ability to demonstrate their understanding.	The curriculum is adapted for children with significant needs to ensure they can both access and respond appropriately.
Support	Teachers ensure that they clearly communicate expectations and instructions so that the children know what they need to do.	Instructions may be simplified and presented visually. Children will be provided with scaffolding/support materials. Adults work closely with small groups/ individuals.	Children with SEND may be supported by external agencies who give input into personalised programmes to ensure the best possible learning outcomes. There is a school based support staff who have completed speech training as well as an external Speech and Language Support Assistant (SALSA) who works with children who have additional speech, language and communication needs. Targets are set and overseen initially by visits from the NHS Speech and Language Therapist (SALT) where there is a greater level of need. Our SEND support staff also deliver individualised support programmes from physiotherapists / occupational therapists as well as providing additional physical activities to aid learning and progress. Interventions based on individual needs are delivered by a range of staff where children need additional or different teaching to support their progress.

			Where additional and more regular adult support is required, our SEND support staff work with children on a timetabled basis. This ensures that children have a range of relationships and can be supported by a range of staff to ensure we are always able to meet their needs, whilst maintaining the wellbeing of our staff.
Environment and physical resources	St Patrick's is an inclusive school which welcomes all children regardless of their abilities. We are on a single level so have good disability access. We provide a well-resourced stimulating learning environment and our children have access to a wide range of additional educational experiences.	We have some additional learning areas for small groups / individuals to work in with an adult.	We have a range of resources to support personalised programmes in speech therapy, physiotherapy and occupational therapy. We use an additional space to provide intervention at an Engagement Model Level, to develop play and social skills which includes appropriate physical resources.
Emotional	St Patrick's works closely with families to support the social and emotional development of all children.	Our pastoral team, including our trained ELSAs provide small group or 1:1 support for children experiencing emotional difficulties.	Children identified as needing extra support to manage their feelings appropriately can be supported on an individual basis by our pastoral team and ELSAs. They listen to children's concerns, consult with adults working in the school and parents and are able to provide children with support in areas such as self-esteem, anger management, social and friendship difficulties, loss, bereavement, family break up.
Q5. How will the curriculum at your education setting be matched to my child's needs?	The curriculum is matched to your child's needs by the class teacher using the subject specific programmes that we use. If your child has Special Educational Needs or Disability (SEND), we provide SEN support and intervention programmes to assist in achieving good outcomes for our children. Any concerns identified by Teachers will be discussed with colleagues and, if needed, the Phase Leader at phase meetings/ pupil discussions, to identify what support and strategies can be implemented to best support your child. If needed, a Pupil Passport will be completed to capture this additional and targeted support and shared with you. These are reviewed each term to ensure the needs of your child are being met and to make any changes necessary to ensure the ongoing development of the child. Any additional support is provided based on funding available within the school budget.		
Q6. How is the decision made about what type and how	The local authority provides funding for schools to meet the needs of all children with SEND. The decision about how much and what type of support your child receives will vary according to your child's needs. Decisions about additional support are made in		

much support my child will receive?	consultation with parents, the class teacher, the SENCo, the head teacher and the child if appropriate, and are informed by external agencies where they are involved with the child. EHC Assessment An application for an Education, Health and Care Plan (EHCP) may be considered if, after taking action to meet the identified difficulties, your child's needs remain very high and cannot be met effectively within the resources normally available to the school. Parents will always be involved in this decision. Applications can also be made by parents directly. Access Arrangements If your child has Special Educational Needs or Disability (SEND) then reasonable adjustments will be made to ensure that they are able to access public examinations (SATs) within the regulations.
Q7. How will my child be included in activities, including trips?	In school, all activities are carefully planned to make sure that all children are included and, where necessary, adjustments are made for children with SEND to enable them to fully participate. Educational visits are chosen to be accessible to all children including any children with SEND. Risk assessments for visits are completed before trips to ensure that every child is included. For children with complex needs, the risk assessment will be shared with parents before the visit takes place to ensure you are happy with the arrangements and for you to add your contribution. At lunch times, our lunchtime supervisors oversee organised games in various areas of the playground. For some children who find playtimes difficult, a quiet supervised area with activities is made available. Our pastoral team also have a presence on the playground at lunchtime and can also provide additional support where required.
Q8. What support will there be for my child's overall wellbeing?	Pastoral and Social The pastoral needs of all children at St Patrick's is given the highest priority by all adults in the school. Some children need additional support to develop their emotional understanding and resilience and to assist in this, we have a pastoral team, which includes Emotional Literacy Support Assistants (ELSAs). As a team, they provide small group or individual support for a range of needs including friendship skills, anger management, bereavement and separation or loss. They also provide support to families, offering a listening ear, giving advice, running sessions for parents/carers to attend and can point families in the direction of external support and support them in accessing this if necessary. At St Patricks we feel strongly that children do not always want to talk at break time and lunchtimes, therefore we always have a member of the Pastoral Team available throughout the day. A member of the Pastoral Team will also be available at the start and end of the school day to speak to children and their families if necessary. Medical Please refer to the school's Medical Needs Policy.
Q9. What training is provided for staff supporting children and young people with SEND?	In our school continuing professional development of all teachers, teaching assistants, support staff and supervisory staff is regularly reviewed. We carry out whole staff training days to develop our understanding of SEND as well as having half termly, or termly Staff Development meetings attended by teachers. Our SEND team also offer coaching to individual teachers with regards to the support we have in place for our children.

	In addition to this, we can access specialist advice to support the development of their knowledge of specific disabilities or difficulties as necessary from services such as the school's link Educational Psychologist (EP) or Southampton Advisory Outreach Service under the Southampton Inclusion Partnership (SIP). We have a dedicated team of SEND Support staff in our 'Shamrock Room', who are trained to work with our children with SEND. The team is led by our Inclusion Support Manager. Children who require additional support may be identified as benefitting from receiving that support in a calmer and quieter environment, with specialist support. The 'Shamrock Room' is set up to provide this targeted support to children with SEND who have been identified by their Teacher, SENCo and Inclusion Support Manager. We have a dedicated in-school support staff who have completed ELKLAN speech training. They are supported by an external Speech and Language Support Assistant (SALSA), and also liaise with and is supported by the NHS Speech and Language Therapist (SALT). We have school ELSAs, who is registered with the Educational Psychology Department in recognition of their specialist training. On a regular basis, all staff receive training in regard to how to deal with asthma and the use of inhalers, allergic reactions and the use of epipens or antihistamines. Other needs may require different medical training which is provided for all relevant staff.
Q10. How accessible is St Patrick's Catholic Primary School?	Our school is on one level and is fully wheelchair accessible, with all year groups except Foundation being in the same building. We also have disabled toilet facilities available and there is a disabled parking bay close to the main entrance of the school. You are invited to provide information about any access needs you or your family may have and we will aim to make any necessary arrangements to meet those needs.
Q11. How are parents/ young people currently involved in your education setting? How can I get involved and who can I contact for further information?	In addition to the parent meetings in the Autumn and Spring terms, you can ask for an appointment to speak to your child's teacher, in the first instance, at a mutually convenient time. We may also ask to see you if we have concerns about your child's progress or behaviour. All parents are asked to support their child's learning by reading together at home and ensuring home learning activities are completed. Plans for any additional support for your child with SEND will be shared with you and your child through these meetings. If they have a Statement or Education, Health and Care Plan, you and your child will be asked to contribute to and attend the annual review meeting. School policies and other important information is available on the school website. We have a parents association which supports the school by holding events and fundraising often used to purchase extra equipment. If you would like to become a member of this volunteer group, please contact the School Office. The governing body includes parent governors. Information on the responsibilities of parent governors or how to become a parent governor can be obtained through our office and website.
Q12. What steps should I take if I have a concern about the	Any concerns that you have about the provision made for your child, should be discussed in the first instance with the class teacher, the SEND team and/or the SENCO who has the responsibility for SEND provision within the school. Appointments can also be made with the head teacher or deputy headteacher. Any appointments should be made via the school office. If, after meeting with these people,

school's SEND provision?	you are still concerned, you may contact the Governing Body via the school office. There is also a school complaints procedure which is available on the school website or on request at the school office.
Q13. What specialist services and expertise are available at or accessed by the school?	St Patrick's Catholic Primary School have access to a range of specialist agencies who are currently available to offer support to children at St Patrick's Catholic Primary School include: • SIP: The Southampton Inclusion Partnership provides outreach support for schools across Southampton in relation to inclusion. The team has the expertise and experience to provide support to pupils/students with a variety of complex learning, physical and emotional, behavioural needs. • Child and Adolescent Mental Health Services (CAMHS) who provide support and advice to the school in order to meet the needs of children with a range of emotional and medical needs. • Physiotherapist or Occupational Therapists who advise school on programmes of support. • Specialist Teacher Advisory Services – teachers of the deaf and visually impaired • School Health – school nurse, school nursery nurse • Community Paediatrician • Educational Psychologists • Emotional Wellbeing Development Officers (EWDOs) • The Virtual School (for CLA - children looked after) • Education Welfare Officer Alongside this, the school has staff who have completed the ELSA and ELKLAN training.
Q14. How will the school prepare and support my child to join the school or transfer to a new school?	We support all our pupils to make successful transitions to new schools but recognise that children with SEND might need additional support. Throughout the year, we have children who leave and arrive. Information is shared between schools in order to pass on a good understanding of the child's needs and abilities. This ensures that the move is as easy as possible for everyone involved. Where time and location allow, visits are arranged for the child in order for them to get to know some of the new staff and buildings and social stories may be written. When your child is preparing to start school in Foundation year, you will be offered the opportunity to 'stay and play' in July and either a home visit or an informal meeting in school before your child starts school in September. This gives you the opportunity to tell us all about your child. We offer a carefully planned start with several sessions which allows your child to feel comfortable and familiar with the new experience of coming to school. We also plan individual support to help children with additional needs settle into school successfully. Where it would be beneficial in understanding the needs of children with SEND, we also arrange visits to Early Years settings to meet with staff and look at any provision they have in place to support your child. If appropriate, we can then replicate aspects of this provision to give some familiarity to your child when they start with us.

	Year 6 staff, the school ELSAs and the SENCo liaise with receiving secondary schools to plan visits and share all the information needed to ensure as smooth a transition as possible to the new setting. Wherever possible, Children with SEND are offered additional transition visits tailored to their need and in smaller groups, supported by our school staff. Within St Patricks, all children take part in a transition day at the beginning of July in order to meet their new class teacher and other adults they may be working with.
Q15. Where can I get further information about services for my child?	This guidance has been specifically prepared for and by St Patrick's Catholic Primary School. We have developed this guidance to fulfil our responsibilities under the SEND information regulations and by doing so supplement Southampton City council's Local Offer which can be found through their website - https://www.southampton.gov.uk/localoffer Additional information including key policies and school documentation are available on the school website. Senco: Mrs Rachael Davis Contact: senco@st-patricks.southampton.sch.uk