



SEND Information Report Saint Edmund Arrowsmith Catholic Academy

For further information please contact:

SENCO: Mr. A. McVerry

SEND Governor: Mrs Laura Riley

Review Date: September 2027 (unless changes are made throughout the year)

The purpose of this Report is to provide information for parents/carers in relation to SEND Provision at Saint Edmund Arrowsmith Catholic Academy

This report should be read in the context of the Knowsley Local Offer which can be located at:
<https://www.knowsleyinfo.co.uk/knowsley-local-offer-send>

Part 1

The report is written as a series of questions which parents may ask about their child. The answers provide information on current practice in relation to students requiring additional support to achieve their potential.

1. How will I be involved in discussions about, and planning for, my child's education?

- If your child has been identified as having Special Educational Needs and/or Disability (SEND) before they start at Saint Edmund Arrowsmith Catholic Academy, we will work closely with your child's primary academy, any outside agencies and other people who already know your child.
- At this point we would invite you in to discuss and agree your child's needs and use the information gathered to plan with you a programme of support.
- While attending Saint Edmund Arrowsmith Catholic Academy, if your child is not making expected progress, we will observe them, assess their understanding of what we are doing in academy and use tests to identify any difficulties. We will then discuss these with you. If your child has complex needs, we may also refer to outside agencies for further assessment and support.

2. How will academy staff support my child?

- The SENCO and Assistant SENCO working with the Pupils Progress Leader and Head of Year, will oversee your child's education. If appropriate, a pupil profile will be written and reviewed with you and your child. This will then be shared with your child's teachers
- The Departmental staff, SENCO and Assistant SENCO will monitor and track your child's progress in each subject at key times within the academy calendar and will report back their progress through parent meetings and termly reports
- In addition to this, you might be invited to meet with the SENCO or Head of Year, pastoral staff, to discuss any changes to the pupil provision map

See also detailed information in relation to teaching, learning and assessment in Part 2 of this report.

3. How will the curriculum be matched to my child's needs?

- In order to match the curriculum to your child's needs, the teacher will set tasks that will allow your child to understand the work and make progress
- All teachers are highly skilled in planning work that is set at an appropriate level of challenge for your child and this is supported by in-academy training.
- In order to maintain these high standards, all teaching staff are observed regularly by heads of departments and the Senior Leadership Team
- Work is regularly scrutinised by heads of departments and senior teaching staff to ensure the work is set at an appropriate level of challenge for your child.
- We have a supportive pastoral team who have regular contact with parents, particularly if there is an issue or problem that needs immediate attention.
- Information is passed to pastoral staff who are able to contact home with relevant information about your child.
- You can arrange a meeting with pastoral or SEND staff if you have concerns about your child's progress in any of their subjects.
- Using data analysis, support is put into place for those students who require additional help.
- Your child will be given their target grade at the beginning of each year in every subject.
- Your child's work will be marked and graded regularly allowing you to see the progress that they are making.
- A parents' evening is held for every year group to allow you to discuss your child's progress.
- Your child will be given homework which you can support them with at home.

4. What support will there be for my child's overall well-being?

- Every year group, has their own appointed Pupil Progress Leader and Head of Year who are trained on a regular basis to adapt and meet the needs of your child. They work with students with a variety of SEND
- If your child has a medical need he/she will receive appropriate medical care from a designated member of staff who has a medical background which is updated on a regular basis. This will be carried out after consultation with yourself and a medical plan will be devised

- Should your child need support socially, the academy pastoral staff, can provide assistance via our mental health support network and where needed an Educational Psychologist.
- All staff and pastoral teams work collaboratively with parents/ carers and the SENCO to develop provision plans and pupil profiles, which aims to avoid exclusion
- At Saint Edmund Arrowsmith Catholic Academy, your child will be encouraged to contribute their views by completing questionnaires at key times throughout the academic year on a range of academy issues. Your child will be encouraged to offer ideas or take part in the student council

5. What specialist services and expertise are available at, or accessed by, the academy?

- Should your child need additional support within the college, the following may be utilised: specialist SEND teachers, behaviour support panels, Hospital Home Tuition. If your child requires additional and different specialist support which is outside the remit of the academy, we will contact other services as appropriate for your child

6. What training do staff supporting children and young people with SEND have?

- All our learning support assistants are trained to meet a variety of SEND needs and this training is updated on a regular basis.
- Teaching staff have ongoing training to meet pupil needs
- All staff are informed of your child's specific needs so that they can adapt their teaching styles appropriately through online support systems and the sharing of information. Each SEND pupil has a RAISE SEND support plan.
- All staff update their knowledge and skills of SEND through internal and external training.
- The SENCO and the Assistant SENCO keep up to date by attending current training sessions provided by the Local Authority (LA).

7. How will my child be included in activities outside the classroom including academy trips?

As the academy is a new building, all facilities for SEND students have been designed to meet the current building regulations, for example:

- There is a purpose-built Food Technology room on the ground floor of the building to allow wheelchair access to equipment.
- The Design Technology Warehouse has lower access tables which give wheelchair access to the equipment.
- The SEND support room is on the ground floor to allow ease of access
- There are lifts within the building to allow access to all areas of the academy

- All extra- curricular activities are fully inclusive for all SEND pupils.
- Any trip or activity requires Headteacher approval before being undertaken, as well as a detailed risk assessment.
- Provision is made to allow all students to access the trip.
- Parents/Carers are able to attend meetings prior to residential trips to discuss information and activities involved.
- A learning support assistant or pastoral and teaching staff attend all external activities, when appropriate.

8. How accessible is the academy?

Saint Edmund Arrowsmith Catholic Academy is now housed in a new build Please refer to our Accessibility Plan, however:

- It has full wheelchair access
- All SEND provision is housed on the ground floor of the building
- The new academy is Equality Act (2010) compliant, including mobile hearing loops
- There are disabled changing rooms and toilet facilities
- The academy communicates with parents and carers whose first language is not English by using translation services to speak in person or in written form. We also use the English as Additional Language (EAL) Practitioner from the Education Improvement and Inclusion within Knowsley where needed.
- Saint Edmund Arrowsmith Catholic Academy has the facilities to support children and young people with SEND by having a building that is Equality Act (2010) compliant.

9. How will Saint Edmund Arrowsmith Catholic Academy support my child when joining the academy and how will the academy support my child in transferring to their next stage of education?

- When your child moves from their junior academy to Saint Edmund Arrowsmith Catholic Academy, we will offer transition days, one-to-one meetings with the SENCO and parents' meetings. We also have good working contacts with feeder academy's.
- As your child moves from Key Stage 3 to Key Stage 4, Saint Edmund Arrowsmith Catholic Academy will provide career guidance from Careers Connect, who work closely with the local careers service
- During Key Stage 4 and particularly in Year 11, SEND pupils are supported to secure a place within a college or apprenticeship to enable toe to succeed and gain a place that will allow them to continue their studies

10. How are the academy's resources allocated and matched to a child's or young person's special needs?

- All students on entry to Saint Edmund Arrowsmith Catholic Academy are fully assessed to see how best we can meet their individual needs. If your child requires additional and different resources, the SENCO creates a pupil profile outlining your child's needs and appropriate resources are put in place. This could be provided directly from academy resources or from outside agencies.

11. How is the decision made about what type of and how much support my child receives?

- Should your child need support, the decisions will be based upon information received from your child's primary academy, assessments carried out on entry in Year 7 and from meetings with parents/carers
- Should your child transfer from a different setting and need support, the decisions will be based upon information received from their previous setting and from meetings with parents/carers.
- The persons involved in this decision-making process with you and your child are the SENCO, the Assistant SENCO, the pastoral team, the senior leadership team and the Headteacher
- The impact of support will be monitored at key times during the year, or as needed, on a regular basis and adjustments to the provision will be made, if appropriate

12. How are parents involved in the academy? How can I be involved?

- Saint Edmund Arrowsmith Catholic Academy welcomes you to take an interest by becoming involved in your child's education
- We will do this by inviting you to meetings i.e., parents' meetings, social occasions and one-to-one meetings as required. Pastoral staff may contact you if necessary and letters informing you of important information will be sent to you

Part 2

Additional Information on teaching, learning and assessment in relation to SEND

Transition in Year 7

All pupils entering academy in Year 7 have been given baseline assessments that are used to identify pupils who may have needs in areas of literacy and numeracy. In conjunction with this process, parent interviews with pupils are held prior to joining our college in September.

Our Senior Leadership Team and SENCO also meet with primary teachers and primary SENCO to identify your child's needs.

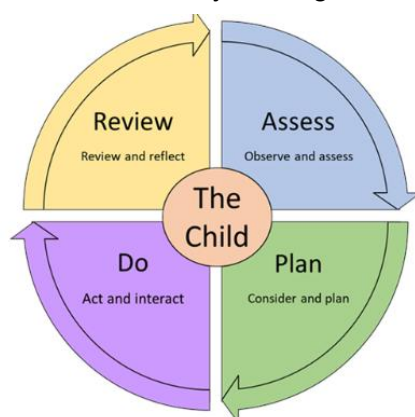
The academy holds a Summer Academy to allow all SEND pupils the opportunity to visit the academy, meet staff and familiarise themselves with the academy building.

As an academy the SEND team will support enhanced transition for pupils, and this will be done on requests and will be mapped to the needs of the individual child.

Our approach as a academy:

High-quality class teaching and additional interventions are focused through our person-centred planning approach across the academy, and this is central to ensuring an appropriate provision for all pupils. These processes help us to regularly review and record what we offer all pupils in our care. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-academy approach, and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

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



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

Access

We assess the needs of a pupil and this is done between academy and home and we then discuss the route that we will take forward

Plan

The SENCO plans, with parents and the pastoral team, a coordinated approach to meeting your child's needs. At this stage, the type of provision, who will be responsible, how long the provision will be and expected outcomes will be determined. This is then put into a Provision Map and they will also have a Pupil Profile.

Do

The plan is then carried out by teaching staff, support staff and outside agencies (if appropriate) who will have access to the plan detailing teaching strategies and expected outcomes. Staff will then make reasonable adjustments to their teaching in lessons.

Review

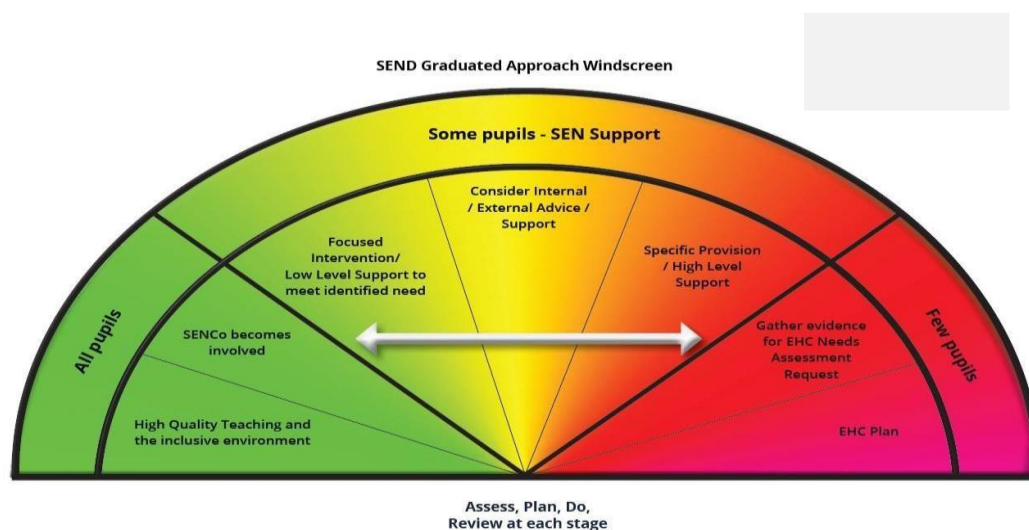
The plans are reviewed each term by analysing evidence from a variety of sources depending on the area of need for your child. This will be in the form of one or more of the following:

- Teacher reports to parents
- Attitudes to Learning Reports
- Pupil feedback
- Academic progress monitoring
- Reports from specialists (where appropriate)
- It is during this stage that a further cycle of support will be required.

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.

The Graduated Approach

The academy works in with the Local Authorities Graduated Approach to support within the academy, accounting for all evidence at each stage of the approach to support pupils on their journey through the academy.



SEND Needs

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and Interaction

- Currently the provision offered to students is firstly within the classroom. Teachers will make reasonable adjustments to their classroom strategies to teach and embed effective communication and interaction in the classroom. This includes children with a variety of communication and interaction difficulties such as Autism Spectrum Disorder, Asperger's, speech difficulties and English as an additional language
- The college may use the services of an EAL Practitioner to support pupils in Key Stages 3 and 4 who have English as an additional language
- The college offers a broad range of activities within the college curriculum and during break and lunch time to create positive interactions for your child. In addition to this, the college will make referrals on your behalf, for example to the Speech and Language Therapist and/or the educational psychologist

2. Cognition and Learning

- Pupils who have cognitive and learning issues are supported using a graduated approach. Teaching staff will plan and deliver differentiated teaching and learning strategies to support your child's needs in the first instance
- When appropriate, however, the college currently offers the following kinds of interventions

- At Key Stage 3, Literacy and Numeracy Catch-up programmes are delivered by one learning support assistant for numeracy and the college through HLTA support for literacy.
- At Key Stage 3 and 4, teachers of English and Mathematics may provide small group or one-to-one support when appropriate
- The academy has appointed a specialist teacher of SEN who supports pupils who have a specific learning difficulty such as dyslexia or moderate learning difficulties

3. Social, emotional and mental health

- The college safeguarding team and all other staff and support staff regard the wellbeing and safety of pupils the most important.
- The Head of academy and the safeguarding team work closely with Child and Family services to ensure the safety of our pupils.
- Pupils who may require support are provided with access to the Head of Year as a support mentor. Parent meetings are an essential part of this process. All pupils are encouraged to take part in a wide variety of community college activities such as, music club, sports activities, drama club and charity events.

4. Sensory and / or physical needs

- The college pastoral team, SENCO and medicines administrator work closely with children and parents in ensuring that pupils with sensory or physical needs have full and inclusive access to the curriculum and college environment.
- The SENCO will seek advice and expertise from services such as the Sensory Support services, academy nurse, occupational therapists and physiotherapists in order to identify and remove barriers to learning.
- This section should be read in conjunction with the College Accessibility plans (2019), Administration of Medicines Policy (2019) and Intimate Care policy (2019).
- Pupils who may require support are provided with access to the Head of Year as a support mentor. Parents' meetings are an essential part of this process. All pupils are encouraged to take part in a wide variety of community college activities such as, music club, sports activities, drama club and charity events.
- We have internal processes for monitoring quality of provision and assessment of need. These include learning walks, formal lesson observations, work scrutiny, data analysis and pupil voice.

Staff and external outside agencies

At Saint Edmund Arrowsmith Catholic Academy, the following staff and external agencies are made available, when appropriate:

Deputy Headteacher: R Oakes
Heads of Year
SENCO: Mr. McVerry
Assistant SENCO: Mrs A Johnson
Specialist teaching group teachers Mr Spillane
DSL: Mrs Lofthouse
ELSA Mrs O'Neill
Attendances: Mrs Johnson
Higher Level Teaching Assistants
Learning support assistants
Educational Psychologist (LA – EHCP assessments)
Educational Psychologist (Flying Colours Educational Psychology)
Sensory Service
Mental Health Support Team
Knowsley Parent Carer Forum
The Sensory Hive

The SENCO and Safeguarding team may also refer to other external agencies such as the Child and Adolescent Mental Health Service (CAMHs) and other medical professionals such as the Neurological development team, where appropriate.

Co-producing with children, young people and their parents

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

Action/Event	Who's involved	Frequency
Parents' evenings	All teaching staff and SENCO, Assistant SENCO, parents and pupils	Annually
Year 7 Information Evening	Form Tutors, SENCO, Head of Year	Annually
Year 11 Information evening	Heads of Department. SENCO, Assistant SENCO, SLT	Annually
Open Evening	All teaching staff and SENCO, Assistant SENCO, parents and pupils	Annually
Referral to external agencies (CAMHS, YPAS, ASD/ADHD Pathway, OT, SALT)	SENCO, Assistant SENCO	As an assessment is undertaken
Educational and Health Assessments and reviews.	SENCO, Assistant SENCO, parents, pupils, pastoral and outside agencies	Termly (this may be more frequent)
Educational Psychology Assessments and Support and Psychotherapy	SENCO, Assistant SENCO, parents, pupils, pastoral and outside agencies	As an assessment is undertaken

TAF Meetings	SENCO, Assistant SENCO parents, pupils, pastoral and outside agencies	Support from the team within the academy and our partner external agencies
Child Protection and Child In Need meetings	SENCO, DSL, Deputy DSL, external agencies	When required
EHAT meetings	SENCO, Assistant SENCO parents, pupils, pastoral and outside agencies	As an EHAT is opened and reviewed within a specified timeframe
Looked After Children and PEP Meetings	SENCO, DSL, Deputy DSL, external agencies	3 x per year

Staff development

We are committed to developing the ongoing expertise of our staff, below are the highest level of qualifications of our team

Initials of person	Role	Level of Qualification (i.e. Masters, NVQ, Degree, HLTA)
AM	SENCO	Degree BA Hons NASENCO Award PG Diploma SEND PG Certificate Careers Leadership NPQSL NPQH (pending)
AJ	Assistant SENCO	NVQ Level 2
KS	SEND Teacher	Degree BA Hons PGCE

NON	ELSA	HLTA
TC	HLTA	Level 3
ZK	TA	BA Hons
CO	TA	BA Hons
AS	TA	BSc Hons
TB	TA	Level 3
GO	TA	Level 3

This year, additional support and training has taken place with the following teaching staff and support staff:

Key area of training	Targeted staff	Delivered by	Date completed	How this will impact on successful outcomes of SEND pupils
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Sensory Profiling Tool	SEND Support Staff	Sensory Hive	October 2026	Understanding sensory integration and how pupils' sensory systems are linked and need supporting within a school environment.
SIMs and SEND Information	All staff	SENCO Mr A McVerry	September 2026	Review of SEND information and location.
Safeguarding Training	All staff	DSL Mrs B Lofthouse	September 2026	Safeguarding update for all staff with statutory updates with regards to legislation and policy.
DSL Training	Mr McVerry	Knowsley Local Authority	November 2024	DSL Training
Adaptive Teaching	All Staff	SENCO Mr A McVerry	Throughout the year and disseminated to all teaching staff	Adaptive Teaching strategies within the classroom, that will support all learners through High Quality Teaching and support

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes. This includes enabling them to gain independence, so they are prepared for adulthood from the earliest possible age.

How the SEND support team are deployed

- The academy will continue to support the transition of our most vulnerable SEND pupils. They will continue to develop literacy and numeracy at Key stage 2 whilst teaching subject content of Key stage 2/3. A qualified teacher of Key stage 2/3 has been appointed to oversee its development. Pupils will also receive a programme to develop social skills.
- There are 7 learning support assistants:
- A Teaching Assistant is assigned to each of the year groups

- In Key Stage 4 there may be additional support as pupils choose option subjects

Academy external partnerships and transition plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of SEND support within Knowsley and neighbouring partners. We closely monitor children and young people's destination data.

Year 6 to 7 transition

This year, we worked closely with our feeder partners to welcome children with special educational needs or disabilities. Our approach in supporting the transition of our pupils has been for the college SENCO and SENCOs of primary schools to share information, to carry out parent interviews and, when appropriate, arrange for individual or group visits to the college in addition to taster sessions.

Year 9 – 10 transition

All SEND pupils receive information, advice and guidance as part of the whole year group offer.

Year 11 to 12 transition

All SEND pupils receive information, advice and guidance from an external Education and Training advisory service Career Connect.

Complaints

Please refer to our complaint procedure policy should you wish to address any concerns.

All complaints were dealt with in a supportive manner by the SENCO and relevant members of staff.

Extra-Curricular activities (2026 - 2027)

All pupils of SEND are encouraged to take part in extra-curricular activities.

Further Development

Our strategic plans for further developing and enhancing SEND provision in our academy next year 2026-27 include: -

- Planned lesson observations and tracking of SEND pupils
- Work scrutiny
- Evaluation of data

- Pupils and parent feedback and collaboration and researching how these impacts on development
- Work to develop Inclusion across the school and bespoke rooms with supportive solutions.
- Use of external frameworks for further assessment and development of our provision
- The development of nurture-based provision within the academy
- Bespoke Curriculum Offer introduction in KS4
- Parent Workshops and coffee mornings
- Further CPD for staff

In preparing this report we have included staff, parents and children and young people through:

- Pupil/parent/staff questionnaires
- Parent/ carer meetings
- Formal and informal discussions
- Analysis of pupil progress

Relevant academy policies and plans underpinning this SEND information report include:

SEND Policy 2026, Teaching and Learning Policy 2026, Marking Policy 2026, Equal Opportunities Policy 2026, College Accessibility plans (2026) and Administration of Medicines Policy (2026)

Legislative acts taken into account when compiling this report include:

- ☐ Children & Families Act 2014
- ☐ Equality Act 2010
- ☐ Mental Capacity Act 2005

Date presented to / approved by Governing Body:

Who can I contact for further information

For further information please contact one of the following people on 0151 477 8770. The details will also be provided on transfer.

Our SENCO can be contacted on a.mcverry@seaca.pfcmat.org

Our Assistant SENCO can be contacted on a.johnson@seaca.pfcmat.org

SEND Team 2026/27

Role	Name
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Deputy Headteacher Inclusion	Mr R Oakes
SENCO	Mr A McVerry
Assistant SENCO	Mrs A Johnson
SEND Teacher	Mr K Spillane

Reading Intervention Lead	Mrs C Huyton
Teaching Assistant	Mrs T Cargill
Teaching Assistant	Mrs A Stockwell
Teaching Assistant	Mrs M Collins
Teaching Assistant	Ms Z Khan
Teaching Assistant	Ms C Okeke
Teaching Assistant	Mr T Boutikos
Teaching Assistant	Mrs G Oakes
ELSA	Mrs N O'Neill

Pastoral Team

Year	SLT Link	Head of Year
7	Mrs A Downing	Mrs J West
8	Mr A McVerry	Miss L Pennington
9	Mrs R Oakes	Mrs K Moss
10	Mrs C Roberts	Mrs S Baker
11	Mrs J Sweeney	Miss S Savage