



SEN Information Report September 2024-2025

1. What kinds of special educational needs do we make provision for in our school?

St Mary's is a voluntary aided Catholic school and nursery class. At St Mary's we aim to provide a positive learning experience in a safe and respectful environment for all children.

We provide for a wide range of pupils with SEND including pupils with ASD, ADHD, speech, language and communication difficulties, dyslexia, physical difficulties, visually impaired, hearing impaired, specific and moderate learning difficulties and emotional and behavioural difficulties. We will always try to meet the needs of any child who attends St Mary's.

2. How does our school know if your child needs extra help?

We know that early intervention can make a significant difference for pupils with SEND. Here at St Mary's the SENCo is the Pastoral assistant head teacher and works out of class 3 days a week, which means that children with additional needs can be identified early, interventions can be planned and individual targets set or an education and health care plan (EHCP) can be set up in consultation with parents and other professionals (if applicable).

For pupils transferring from other schools with SEND, we will contact the previous school to obtain all records so that after a short settling in period appropriate targets can be put in place.

The SLT hold termly pupil progress meetings with all teachers to monitor the progress and development of all pupils. This is based on

- Analysis of pupil tracking data for individual pupils and cohorts
- Assessment of intervention strategies

Where pupils are falling behind or making inadequate progress given their age and starting point, extra support is identified and put into the schools provision map. Parents and pupils are informed at all stages.

3. Who can you speak to at our school if you think your child may have special educational needs?

As parents you know your children best. If you think your child may have special education needs or a disability please make an appointment to see the head teacher and/or SENCo for a discussion about your concerns.

- Mr Haworth – Acting Head of School
- Mrs Love – Acting Assistant Headteacher & SENCo
- Miss Cunningham - Family support worker
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4. How do we know what progress your child is making and how will we keep you informed?

Pupils with SEND will have an IEP, intervention plan or an education and health care plan (EHCP) with 2 or 3 specific targets. These targets will be evaluated throughout the term, changed if necessary or updated and evaluated by the class teachers in consultation with any teaching assistants who may be working with the child. Parents will receive copies of plans and may be asked to an evaluation meeting to update targets.

Parents are informed about their child's progress twice a year, at parent's meetings plus the annual school report. Parents may contact their child's class teacher and the SENCo if they wish to discuss the progress of their child. The SENCO also holds termly drop in sessions for parents if they wish to speak to her.

Pupil progress meetings with the teaching staff will inform the SLT of the progress and development of all pupils.

5. How will our school support your child and how will the teaching be adapted to meet their needs?

The class teachers will deliver quality first teaching to all pupils at an appropriate level for the individual child. Pupil progress meetings will identify those pupils who may need extra support in class or may need to participate in an intervention programme which will be delivered by a Teaching assistant who has been specially trained. Intervention programmes will be delivered in a small group or on a 1:1 basis. If any pupil is still not making expected progress after an intervention the pupil may be put on the special needs register in consultation with parents/carers and an IEP may be developed. Targets are clearly indicated on the IEP along with any further intervention strategies that are needed, how the child learns best and which strategies have been effective in order to support the child in making the best progress they can. These are evaluated by measuring the progress the child has made against the targets at the end of each term and parents are invited termly to discuss their child's progress (but are welcome to discuss progress or concerns at any time.)

6. How are decisions made about the type and how much support my child will receive?

Assessments and screening may be done by the class teacher, a trained TA or SENCo to pinpoint the nature of the difficulty a child is experiencing. In some cases outside agencies with specialist experience will be asked to complete assessments.

The school use many different outside agencies that can offer advice on the provision of interventions strategies and further assessment if necessary. The class teacher will raise concerns with both the parents and the school's Special Educational Needs Coordinator (SENCo) at the earliest opportunity to alert them to concerns and enlist their active help and participation. We also encourage parents to raise any concerns they may have with the class teacher or SENCo.

The SLT in consultation with the SENCo, class teacher and any outside agencies involved will determine what support is available and how best to meet each child's individual needs.

7. How will our school help you to support your child's learning?

We actively encourage parents to be involved in their child's learning. Your child's class teacher and or the SENCo will be happy to advise you on how to support your child's learning. The class teacher will set homework and reading books are sent home on a regular basis. The school may be able to signpost parents to activities or support groups in the local community.

8. What specialist services and expertise are available or accessible through our school?

We work closely with the following agencies to help support your child's needs but we also employ our own family support worker who supports families including parents of children with additional needs.

- Advisory teachers from Inclusion and Disability Support Service: Visual Impairment, Hearing Impairment, ADYSS, Physical Needs
- Advisory teachers from the pupil referral unit (Cribden House, Aspire) for pupils with Social, Emotional and Behavioural Needs
- Early Help Assessments (Previously CAF)
- Educational Psychology
- Education Welfare Officer
- Occupational Therapy
- Speech and Language Therapy Service
- Social Services Multi Agency Working
- School Nurse
- Health Visitors

9. How are the staff in school supported to work with children with special educational needs and what training do they have?

The SENCo is available to support staff in developing targets and implementing strategies and interventions for individual pupils. All staff working in EYFS and year 1 have had training from the speech and language therapy service on developing language in the Early Years.

Four TA's and 1 teacher have been trained in the Accelerated/Accelerwrite intervention strategy.

Most TA's have received training in the Better Reading Partners Intervention strategy, and phonics delivery.

Most TA's are trained to deliver 1-1 phonics.

Three TA's have been recently trained to carry out maths interventions.

2 TAs are trained to carry out Lego Therapy sessions and social stories.

All staff are trained in supporting pupils with ASD and attachment difficulties.

All TAs are Precision Teach trained.

We have socially speaking and anger management intervention programmes.

All staff are receiving mental health and ACEs training.

2 TAs are qualified Thrive practitioners



10. How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?

St Mary's is an inclusive school. All possible steps will be taken to ensure your child can take part in clubs and educational school trips. Risk assessments are carried out and procedures put in place to ensure your child can participate.

Clubs at St Mary's include:

- Breakfast Club
- After School Club
- Flexible Nursery Sessions
- Recorder Club
- Saxophone club
- Librarians
- Eco warrior team
- GIFT team
- Computing club
- Weekly enrichment for all children in school

11. How will our school support your child's overall wellbeing?

St Mary's has a Mental Health and wellbeing Lead – Miss Sheena Mills. Miss Cunningham also manages the medicines in school policy. There is a clear procedure in place if children need medicine during the school day.

If your child has a medical need then a Health Care Plan is prepared in consultation with you and the appropriate medical practitioners.

All of our staff are Level 3 Paediatric First Aid Trained.

Parents must phone school if their child is going to be absent.



12. How accessible is our school both indoors and outdoors for children with special educational needs?

Disabled facilities include:

Accessible toilet and washbasin.

Lift down into the hall.

A ramp up to the front entrance of the school and nursery.

The school is built on three levels and the playground is built on two levels, the nursery is built on one level. The school is not fully wheelchair accessible. The Foundation Stage and the Year 1, and Year 3 classes are all wheelchair accessible. There is car parking available next to the school entrance for 3 cars. A wide range of information can be found on the school website and on the parent noticeboard. A weekly newsletter is sent out to parents as well as being posted on the website. Furniture is modern and of a suitable height appropriate to the age group of children being taught in the classrooms.

The school has a range of ICT programmes and other specific programmes relevant for pupils with special educational needs and disabilities. Interactive whiteboards are installed in each classroom. There is a computer suite with enough computers for a whole class to use. The needs of children with SEN are assessed on an individual need basis and we endeavour to provide the best for them we can.

13. How will our school prepare and support your child when joining our school and when transferring to a new school? (Regulation 12)

Each year pupils visit their allocated High school for taster sessions and also high school teachers visit our school to help ease the transition from Year 6 to Year 7. When relevant, support staff will accompany children on visits to high school.

'Moving on' work is undertaken in class and the whole Y6 cohort has the opportunity to take part in a residential trip during the year. Where necessary the SENCO liaises with secondary school staff to secure extra transition sessions for more vulnerable pupils and holds transition meetings with secondary SENCO colleagues.

When joining our school in Reception Class, the pupils from our Nursery will visit the reception class during the Summer Term for 3-4 sessions, the Reception Class teacher will visit any pupils joining our Reception class from other settings and these pupils will also be invited to join our nursery pupils on their transition visits.

When joining our school at any other time we would encourage an initial visit and provide support where needed for learning our routines and making friends.

St Mary's staff will meet with you and your child prior to them starting here, whether your child is beginning Reception or joining our school later.

There are a number of additional ways we can also help your child's entry. These include - Nursery brochure/ school handbook, liaison with your child's previous school or early years setting.

14. Who can you contact for further information? (Regulations 9 and 13)

At St Mary's

- Mr Haworth – Head Teacher
- Mrs Love – Acting Assistant Head Teacher & SENCO
- Miss Vicky Cunningham – Family support Worker

Lancashire's Local Offer sets out a range of support and services available to you and your child at The SEND Guide for Parents is available at [www.gov.uk/government/publications/send](http://www.gov.uk/government/publications/send-guide-for-parents-and-carers) guide-for-parents-and-carers <https://www.lancashire.gov.uk/send/>