



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

School: **St Mary's Catholic Primary School**

School Number: **150081**

2025-2026

School Address	St Mary's Roman Catholic Primary School	Telephone Number	01282 427546
	Holcombe Drive Burnley Lancashire BB10 4BH	Website Address	www.st-marys-burnley.lancs.sch.uk/
Name and contact details of SENDCO		Miss Mary Moriarty 01282 427546 m.moriarty@st-marys-leyland.lancs.sch.uk	

Accessibility and Inclusion

What the school provides:

Curriculum Access

- Differentiated teaching and personalised learning plans (IEPs)
- Use of assistive technology (e.g. laptops, iPads, touch screens)
- Adapted resources and visual supports
- Access arrangements for assessments and tests
- Inclusive curriculum reflecting diversity and disability
- Trauma-informed and relational teaching approaches

Physical Environment

- Wheelchair-accessible buildings, ramps, and toilets
- Safe spaces for regulation and emotional support
- Classroom layouts optimised for accessibility
- Personalised risk assessments and care plans
- Annual accessibility audits and responsive adjustments

Communication & Information

- School materials available in alternative formats (e.g. large print, translated documents)
- Use of symbol systems, sign language, and bilingual staff when needed
- Clear internal and external signage
- Accessible website and digital content
- Parent views gathered

Extra-Curricular Inclusion

- Inclusive planning for school trips, clubs, and events
- Adaptations to ensure SEND pupils can participate fully
- Targeted clubs (e.g. fitness, social skills) and pastoral support at break/lunch

Staff Training & Development

- Ongoing CPD on SEND, equality, trauma-informed practice, and medical needs
- Specific training for staff working with pupils with disabilities

- Use of external specialists for advice and support

Governance & Strategic Planning

- Accessibility and Equality Action Plan reviewed annually
- SEND and Accessibility policies linked to School Improvement Plan
- SENDCo and governors monitor provision and progress
- Accessibility and equality are standing items at governor meetings

Teaching and Learning

What the school provides

Inclusive Teaching Practices

- Quality First Teaching (QFT) adapted for individual needs
- Differentiated planning and delivery
- Use of visual aids, organisation tools, and sensory supports
- Trauma-informed and relational approaches (e.g. PACE, WINE)
- Staff trained in SEND, SEMH, and medical needs

Curriculum Access

- Personalised learning plans (IEPs) with SMART targets
- Access arrangements for assessments and statutory tests
- Curriculum resources reflecting diversity and disability
- Assistive technology (e.g. laptops, iPads, touch screens)
- Inclusive RE, PSHE, and English content promoting equality

Monitoring and Assessment

- Graduated approach: Assess–Plan–Do–Review cycle
- Termly pupil progress meetings and half-termly reviews
- Use of PIVATS and standardised assessments
- SEN pupil profiles and provision mapping

Intervention and Support

- Wave 2: Targeted small group interventions
- Wave 3: Intensive 1:1 support guided by specialists
- Emotional Literacy Support Assistants (ELSA) for SEMH
- External agency involvement (EPs, SALT, OT, CAMHS)

Staff Development

- CPD on SEND, trauma-informed practice, and accessibility
- Specialist training for staff working with pupils with specific needs
- Regular updates on legislation and inclusive strategies

Reviewing and Evaluating Outcomes

What the school provides

Reviewing Pupil Outcomes

- Termly Pupil Progress Meetings with class teachers and SLT
- Half-termly progress discussions with department leads
- Assess–Plan–Do–Review (APDR) cycles for all pupils receiving SEND support
- IEP reviews held four times a year with pupil and parent voice included
- Annual updates to SEN Pupil Profiles and SEND register

Evaluating Provision Effectiveness

- Monitoring of intervention impact through weekly tracking and evidence folders
- Termly SENDCo reports to the Governing Body
- Annual SEND report detailing outcomes across departments
- Governor involvement in SEND and accessibility reviews
- Accessibility audits of the school environment conducted annually

Stakeholder Feedback

- Parent surveys and questionnaires completed annually
- Pupil voice gathered during reviews and intervention feedback
- Open-door policy for ongoing feedback from families

Strategic Oversight

- Accessibility and Equality Action Plan reviewed annually
- SEND provision aligned with the School Improvement Plan
- Training needs identified through review processes and addressed via CPD
- External specialist input used to evaluate and refine support strategies

Keeping Children Safe

What the school provides

Safeguarding and Wellbeing

- Designated Safeguarding Leads and Deputy Safeguarding Leads
- Comprehensive safeguarding procedures and secure record-keeping via CPOMs
- Trauma-informed and relational approaches embedded across school
- Emotionally Available Adults (EAAs) identified for vulnerable pupils
- Pastoral support team including Family Support Worker, Learning Mentor, and Behaviour Support Worker

Medical and Health Safety

- Individual healthcare and intimate care plans for pupils with medical needs
- Annual review of medical needs register
- Staff trained in first aid and specific medical conditions (e.g. anaphylaxis, diabetes, epilepsy)
- Medicines stored securely and administered with signed logs
- Liaison with School Nurse and external health professionals

Physical Safety and Accessibility

- Wheelchair-accessible buildings and safe pathways
- Personalised risk assessments for pupils with physical or sensory needs
- Emergency evacuation procedures inclusive of all pupils
- Annual health & safety and accessibility audits

Emotional and Social Safety

- ELSA support for pupils with SEMH needs
- PSHE curriculum promoting emotional literacy and social awareness
- Anti-bullying policy and proactive response to incidents
- Safe spaces for regulation and reset (e.g. near Pastoral office)

Attendance and Monitoring

- Attendance monitored by Family Support Worker
- CAF and TAF processes used to identify and support vulnerable families

- Regular pupil progress reviews to identify barriers to learning and wellbeing

Health (including Emotional Health and Wellbeing)

What the school provides

Medical and Physical Health

- Individual healthcare plans for pupils with medical needs
- Annual review of medical needs register and care plans
- Secure storage and logging of medication administration
- Staff trained in first aid and specific medical conditions (e.g. epilepsy, diabetes, anaphylaxis)
- Liaison with School Nurse, GP, and other health professionals
- Accessibility adjustments for pupils with physical or sensory disabilities

Emotional Health and Wellbeing

- Trauma-informed and relational practice embedded school-wide
- Use of PACE (Playfulness, Acceptance, Curiosity, Empathy) and WINE frameworks
- Emotionally Available Adults (EAAs) identified for pupils needing relational support
- ELSA-trained staff providing targeted emotional support
- PSHE curriculum focused on emotional literacy, social skills, and resilience
- Safe spaces for regulation and reset available on site

Pastoral and Family Support

- Dedicated pastoral team: Family Support Worker, Learning Mentor, Behaviour Support Worker
- CAF and TAF processes used to identify and support wider family needs
- Support for parents in managing emotional and behavioural concerns
- Signposting to external services (e.g. CAMHS, Children and Family Wellbeing Service)

Communication with Parents

What the school provides

Regular and Structured Communication

- IEP/SEN Support Reviews held four times a year with parent involvement
- Annual EHCP Reviews and Team Around the Family (TAF) meetings
- Parent Consultation Days twice yearly
- Termly newsletters and updates

Open and Responsive Channels

- Open-door policy for informal conversations with teachers, SENDCo, or pastoral team
- Drop-in sessions and workshops for parents
- Reply slips attached to IEPs for parent feedback
- School ping
- Study bugs

Inclusive and Accessible Communication

- Written materials available in alternative formats (e.g. large print, translated documents)
- Use of bilingual staff and sign language where needed
- School website reviewed for language accessibility
- Support for parents with EAL or disabilities

Governance and Feedback

- Parent governors involved in decision-making
- Annual surveys and questionnaires to gather parent feedback
- SENDCo reports regularly to the Governing Body

Working Together

What the school provides

Collaboration with Parents and Families

- Regular IEP and EHCP review meetings with parent involvement
- Open-door policy for informal discussions and support
- Parent drop-ins, and consultations
- Signposting to external support services (e.g. SENDIAS, CAMHS)

Pupil Voice and Participation

- Pupils involved in setting and reviewing learning targets
- Pupil feedback gathered during interventions and reviews
- Opportunities for pupils to contribute to school council and social action projects
- Person-centred planning in EHCP reviews

Staff Collaboration

- Whole-school use of the Assess-Plan-Do-Review cycle
- Shared responsibility for SEND across all staff
- Regular CPD and staff meetings focused on inclusion and accessibility
- Joint planning and review of interventions and provision

Multi-Agency Working

- Liaison with external professionals (EPs, SALT, OT, CAMHS, School Nurse)
- Use of CAF and TAF processes to coordinate support
- Transition planning with secondary schools and early years settings

Governance and Strategic Oversight

- SEND and Accessibility as standing items at governor meetings
- Parent governors involved in shaping provision
- Annual reports and reviews shared with the Governing Body

What help and support is available for the family?

What the school provides

- Open-door policy for informal conversations and ongoing support
- Regular review meetings (IEP, EHCP, TAF) with family involvement
- Family Support Worker available for advice, referrals, and emotional support
- Signposting to external services, including:
 - Lancashire SENDIAS (Information, Advice and Support Service)
 - CAMHS (Child and Adolescent Mental Health Services)
 - Children and Family Wellbeing Service
 - Social Care and medical professionals
- Support with transitions, including:
 - Home visits for EYFS starters
 - Accompanied visits to secondary schools for children with complex needs
 - Liaison with previous and future settings
- Help with applications and paperwork, including EHCP requests and school admissions
- Translation and interpretation services for families with EAL
- Access to pastoral team for emotional, behavioural, and social support
- Annual surveys and feedback opportunities to shape provision

Transition to Secondary School

What the school provides

- Taster sessions arranged with local secondary schools
- Transition meetings involving the SENDCo, class teacher, pastoral team, and secondary school staff
- Additional transition activities for pupils with SEND or SEMH needs
- Information sharing with receiving SENDCos to ensure continuity of provision
- Personalised visits for pupils with complex needs, with support from staff or Family Support Worker
- Support for parents in completing secondary school applications
- Transfer of records from primary to secondary settings with parental consent
- Pastoral and SEND team involvement to ease emotional and social transition

Extra Curricular Activities

What the school provides

The school has its own Breakfast and After School club. The club is situated within the school premises. The facilities include a breakfast club which is open from 7.30am every morning and an after school club which is open until 5.30pm.

The school offers a wealth of extra-curricular activities. Many of these are free of charge and some are provided by external agencies which have a small fee attached. Parents can be offered assistance if the cost is prohibitive.

Feedback

What is the feedback mechanism

Pupil Feedback

- Regular pupil voice activities during IEP reviews and interventions
- Pupil involvement in setting and reviewing learning targets
- Feedback gathered during small group and 1:1 sessions
- Participation in school council and social action projects

Parent Feedback

- Reply slips attached to IEPs for comments and suggestions
- Annual parent surveys and questionnaires
- Open-door policy for informal feedback and discussions
- Parent voice included in EHCP reviews and TAF meetings

Staff Feedback

- Professional dialogue during pupil progress meetings
- Staff input into SEND reviews and provision mapping
- CPD needs identified through feedback and review cycles

Governance and Strategic Review

- Termly SENDCo reports to the Governing Body
- Annual SEND and Accessibility reports
- Accessibility and Equality Action Plan reviewed annually
- Feedback from audits and stakeholder input informs updates

Reviewed: September 2025

Reviewed by: Mary Moriarty

Next review date: September 2026