



St Mary's RC Primary School, Burnley

SEN Information Report
Date: September 2025

Name of the Special Educational Needs/Disabilities Coordinator:

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The kinds of SEND we provide for.

St. Mary's R.C. Primary School is a mainstream primary school.

We are an inclusive school that welcomes children from all backgrounds and abilities. We are committed to working together with all members of our school community and believe in achievement for all.

We want all adults and children to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our school and aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills, so that all children regardless of individual need make the best possible progress.

We value high quality teaching for all learners and actively monitor teaching and learning in school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community.

We monitor progress of all learners; adults continually assess, plan, do and review to ensure learning is taking place. Our whole school system for monitoring progress includes half termly pupil progress tracking and termly pupil progress meetings.

Some of our pupils may require additional support so that they can access the curriculum and make progress at their own level.

Staff are trained regularly with regard to SEND and specific training is offered according to need. The school nurse team are available to train staff for any specific medical need.

We have support assistants trained to cater for varying needs, these being Speech and Language Difficulties, Autistic Spectrum Conditions, and Behavioural Difficulties.

Our SEND profile for 2025-2026 shows that we have 19,5% of children identified as having SEND.

This percentage is made up of the following groups:

12.77% are identified as having SEND linked to Cognition and Learning as the main category of need (including maths, reading, writing and spelling etc.)

48.94% are identified as having SEND linked to Communication and Interaction as the main category of need (including speech and language difficulties and problems with social interaction)

10.64% are identified as having SEND linked to Physical and Sensory as the main category of need (including disabilities such as those affecting mobility, sight and hearing)

23.40% are identified as having SEND linked to Social, Emotional and Mental Health as the main category of need (including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety, depression and behavioural difficulties)

17% of our SEND register have an Education and Health Care Plan, although several more children are in the process of acquiring one.

4% of our school population have an Education and Health Care Plan.

The governing board of St Mary's RC Primary School applies the regulations on admissions fairly and equally to all those who wish to attend this school. The School Standards and Framework Act 1998 introduced a new framework for school admissions as of September 2000. This policy conforms to the regulations that are set out in that Act and also further explained in the statutory School Admissions Code of Practice and the statutory Appeals Code of Practice.

All applications will be treated on merit and in a sensitive manner by the LA.

The only restriction they place on entry is that of number. The level of ability of a child plays no part in the admissions policy of this school.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

Special Educational Needs and provision can be considered as falling into four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

(SEND code of practice 2015)

The SENDCO and SLT liaise closely with class teachers to analyse data and track children experiencing difficulties. Baseline information, EYFS information, termly teacher assessments, SATs, PIVATS, standardised scores and specialist teacher screening and assessments are all used to identify children who may require additional intervention in order to achieve best outcomes. The purpose of identification is to work out what action school needs to undertake and not to fit children into a category.

The Code of Practice (2015) suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalised teaching.

Children will only be placed on the SEND Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities provided at our school. The SEND register is kept by the SENDCO in consultation with class teachers.

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

Assess – Plan – Do - Review

High quality teaching (Wave 1), adapted for individual children, is the first step in responding to pupils who may have SEND.

This means:

- That the teacher has the highest possible expectations for all pupils in their class.
- That all teaching is built on what children already know, can do and can understand.
- Different ways of teaching are in place so that children are fully involved in learning.
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support children to learn.
- Teachers will let parents know what their child is learning and how they are progressing.

At school we regularly review the quality of teaching for all pupils, including those at risk of underachievement. Children's progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions.

The decision to make Special Educational Provision involves the Class Teacher, SENDCO and Senior Leadership Team. All the information about a child's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress. This level of support is termed SEN Support and is school based. This may include additional provision at wave 2 or 3. The programmes of intervention and support for children reflect the need to access the whole curriculum.

Targeted interventions (Wave 2)

- These may be run in the classroom or in sessions outside of whole class learning.
- They are teacher led and may be delivered by a teacher or teaching assistant.

- These are usually group sessions with specific targets to help children to make accelerated progress.
- Interventions will be assessed and monitored by Class Teachers, the SENDCO and the Senior Leadership Team.
- Parents are informed when their child is in an intervention group.

Intensive, Individualized Support (Wave 3)

If a child continues to make less than expected progress despite targeted Wave 2 interventions, the school may provide Wave 3 support.

- This is highly personalised and may take place one-to-one or in very small groups.
- Wave 3 programmes are often guided by specialist advice, such as from an educational psychologist or speech and language therapist.
- Progress is closely monitored by the class teacher and SENCo, with parents fully involved in planning and reviewing the support.

If you think your child may have SEND, please speak to your child's class teacher or contact the SENDCO. Where necessary, the school may seek advice from specialist agencies, including educational psychologists, speech and language therapists, or occupational therapists. All children receiving SEN Support have termly reviews, with parents fully involved, to ensure progress and support are effective. For children whose needs cannot be met at SEN Support alone, the school may request an Education, Health and Care Plan (EHCP) assessment from the Local Authority. More information is available on our Local Offer

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

Pupil Voice in Learning

- Teachers discuss learning targets and progress with children regularly.
- Pupils are encouraged to reflect on what helps them learn best and share their views with teachers.
- Children contribute to setting their personal learning goals and reviewing progress.

Review Meetings

- Pupils with SEND are invited to take part in termly SEN Support review meetings.
- Their thoughts on interventions, progress, and support are listened to and recorded.

Feedback on Interventions

- During small group or 1:1 sessions (Wave 2/3), pupils are asked about how the support is helping them.
- Teachers and teaching assistants use this feedback to adjust activities or approaches.

Involvement in EHCP Process (where relevant)

- Pupils who have, or are being considered for, an Education, Health and Care Plan (EHCP) are encouraged to express their preferences, strengths, and interests.
- Their views are shared in annual review meetings and inform future targets.

School Council and Other Forums

- Where appropriate, pupils with SEND can contribute to school council discussions or other groups that influence school decisions.

Encouraging Independence and Self-Advocacy

- We teach pupils strategies to understand their own learning needs, ask for help, and participate in planning their support.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

IEP/SEN Support Reviews:

Parents are invited to provide feedback and discuss their child's Individual Education Plan (IEP) four times a year. These meetings ensure parents can contribute to setting targets, reviewing progress, and planning next steps.

Parent Consultations:

The school holds two formal parent consultation days each year, giving parents the opportunity to meet teachers and discuss their child's progress.

Annual Reviews & TAF Meetings:

Parents are invited to participate in annual EHCP reviews and, where appropriate, Team Around the Family (TAF) meetings to discuss broader support needs.

Regular Communication:

The school operates an open door policy; parents are encouraged to speak with teachers, the SENDCO, or the pastoral team at any time.

Parent Voice and Governance:

The governing board includes parent governors, and elections are held when vacancies arise. The SENDCO reports regularly to the governing board.

Feedback and Surveys:

Parents' views are gathered through annual questionnaires to help shape provision and school improvement.

Signposting and Support: Parents can seek advice and guidance from the SENDCO, pastoral team, or any member of staff, who can also direct them to additional services or external support if needed.

How will the curriculum be matched to my child/young person's needs?

School Leaders monitor the success of the interventions, judging how effective they have been on the pupil's progress. The impact of interventions is recorded to measure progress and adjustments made where necessary. The SEND and Pastoral team work closely with class teachers, teaching assistants and the school leadership team to identify the needs of the child and to ensure the correct support is given. When identifying additional internal or external provision, consultation with parents and the child (where appropriate) is paramount. The needs of the child and family are discussed in order to jointly agree the appropriate support.

Children's progress is reviewed termly at pupil progress meetings and also at pupil progress discussions at the end of a half term. Where concerns are raised an SEND concern form is completed and a plan of action is discussed. This may involve further internal assessments being carried out, inclusion in an intervention, work with a member of the pastoral team, specific assessments by an external agency, enhanced quality first teaching, or a referral. It would also involve a discussion with parents. The graduated approach would be discussed.

Where progress towards targets is slow and not shown through assessment of the curriculum, a layered approach to target setting would be discussed and the use of PIVATs may be necessary.

Staff are trained regularly with regard to SEND and specific training is offered according to need. The school nurse team are available to train staff for any specific medical need.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

How accessible is the school environment?

Our school is committed to ensuring that all pupils, including those with SEND, can access the curriculum and school facilities safely and fully.

Wheelchair Access:

All areas of the school, including the main entrance and accessible toilets, are wheelchair accessible. Ramps situated around the school ensure full access across the site. Pathways within the school grounds are regularly reviewed by the site supervisor to maintain accessibility.

Individual Risk Assessments and Care Plans:

For pupils with specific physical, medical, or mobility needs, personalised risk assessments and care plans are created. These ensure safety and full participation in lessons, school trips, and extracurricular activities. Plans are regularly reviewed and involve consultation with parents, carers, and relevant professionals.

Emergency Procedures:

Emergency and evacuation procedures are in place for all pupils, including wheelchair users, and are regularly reviewed to ensure safety for everyone.

Learning Environment:

All areas of the school are well-lit, and classroom furniture is modern and appropriately sized for each age group. The layout of classrooms and teaching areas is designed to allow full participation for pupils with mobility or other physical needs.

ICT and Resources:

The school has a range of ICT programs for pupils with SEND, along with laptops, iPads, computers, and touch screens in every classroom, to support learning and accessibility for all.

Communication and Information:

School information is available on the school website and on a noticeboard at the school entrance. Parents and carers also receive termly newsletters to keep them informed.

Inclusive Teaching Approaches:

Teachers and support staff adapt lessons and activities so that pupils with mobility, physical, or other SEND needs can fully engage in the curriculum and wider school life.

Ongoing Planning:

Desired accessibility strategies are identified and implemented depending on available funding, and the school continuously reviews its environment and practices to improve inclusivity.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

St. Mary's RC Primary School is committed to ensuring that resources are used effectively to meet the needs of all children with SEND. Decisions about the type and amount of support each child receives are based on individual needs, identified through assessment and ongoing monitoring.

- **Assessment of Need:** The SENDCO, class teachers, and Senior Leadership Team (SLT) regularly review assessment data, teacher observations, and specialist reports to identify the level and type of support a child requires.
- **Graduated Approach:** Support is planned using the Assess–Plan–Do–Review cycle, ensuring that interventions are targeted, monitored, and adapted according to each child's progress.
- **Types of Support:** Support may include:
 - Quality first teaching with personalised differentiation (Wave 1)
 - Targeted small group or 1:1 interventions (Wave 2)
 - Intensive individualised support or specialist programmes (Wave 3)
 - Advice and input from external agencies or specialists when required
- **Decision-Making:** The SENDCO, in consultation with the class teacher, parents, and sometimes external professionals, decides the type, frequency, and duration of interventions. These decisions are reviewed regularly to ensure the child is making progress and resources are used effectively.
- **Funding and Resources:** The school allocates funding to provide additional staffing, specialist resources, and intervention programmes. Where a child has an Education, Health and Care Plan (EHCP), additional funding from the Local Authority is used to ensure the support outlined in the plan is delivered.
- **Parental Involvement:** Parents are involved in all discussions about support, including reviews of Individual Education Plans (IEPs) or SEN Support plans. This ensures that resources and strategies meet the child's needs at school and at home.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Class teachers are responsible for the progress of all children in their class. If a parent has any questions about how their child is progressing or how they can help them further, then they should approach the class teacher initially. If the parent feels that they wish to discuss this further, then the SENDCo or a member of the senior leadership team are available to help.

At Parents' Consultations the age-related expectations are shared with parents. SEND Action Plans and IEP's are sent home to parents/carers and a reply slip is attached for parents/carers to make any comments. We strive to respond quickly to parents' concerns and put relevant strategies in place. Parents are informed about the support in school.

We operate an 'open door' policy and encourage all our parents to be involved in their child's school life. This is a key message at the induction meetings for EYFS children. In addition to the two Parent's Consultations each year, we have parent workshops and 'drop ins', further meetings with parents, teachers and the SENDCo/SLT, both at our request and parents. We aim to be sensitive and honest with our parents in terms of the progress that their child is making. Our pastoral team are also always available to support parents of children with SEND.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

Staff are trained regularly with regard to SEND and specific training is offered according to need. The school nurse team are available to train staff for any specific medical need.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

We have a pastoral support team who regularly support children with SEND and their families. We review educational processes for all children in school half termly.

The school buys in to the SEND traded team and specialist providers for support strategies. School also buys in independent specialist teachers to support pupils and staff. We attend the LCC provided EP sessions to discuss the needs arising in our school and when required we can hire in a private EP.

The SENDCo attends local cluster groups to share good practice. All staff training is reported to the governing board.

St. Mary's has a strong pastoral team, consisting of a Family Support Worker, Learning Mentor, and Behaviour Support Worker, who support children with social, emotional, or mental health needs.

School works with a wide range of external agencies including the school nurse, Physiotherapists, Occupational Therapists, Speech and Language Therapists, Consultants, Children's Social Care and signposts to other services offering family support including the Children and Family Wellbeing Service.

A strength of our school is the nurturing support for children and parents. We cater for a wide range of difficulties and additional needs and we believe that there has to be good communication with parents to foster this ethos.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Transition between school placements and key stages is fully supported at St. Mary's. Children and families will have the opportunity to access support from a member of the Pastoral and/or SEND team within school in order to make smooth transitions. For transition from Key Stage 2 to 3 each child takes part in the taster sessions organised by the secondary schools. The SENDCo, class teacher, and, when appropriate, a member of the pastoral team attend transition meetings and additional transition activities as needed.

The EYFS team and Family Support Worker are the main contacts for supporting children as they transition into school, with additional support available from the SENDCo and Pastoral Team. EYFS staff visit nursery settings, and the class teacher conducts home visits to help children settle smoothly. Where needed, a member of the Pastoral Team may also attend Team Around the Family (TAF) meetings to ensure additional support is in place.

Parents are reminded to complete applications in time and are supported to complete them.

Parents who have children with complex needs can be accompanied and supported on personalised visits to view secondary placements.

The Family Support Worker seeks to obtain records from previous schools with parental permission.

How will my child/young person be included in activities outside the classroom, including school trips?

We strive to give all of our SEND children the opportunity to take an active part in every aspect of school life, including extra-curricular activities/trips. Adaptations are made where necessary and can be anything from allocating a member of staff to support the child or being flexible on when the child attends.

School trips are planned with all children's needs in mind. Parents are consulted where extra precautions may be necessary and the relevant risk assessments completed. Some clubs are planned specifically to target certain children e.g. fitness club may target health issues or social skills. Breakfast provision and break time and lunchtime provision with the Learning Mentor provides extra support for vulnerable individuals.

Care Plans are in place to support children with medical needs.

What support will there be for my child/young person's overall well-being?

We encourage parents to be proactive in meeting the needs of their children and over the years they have sought advice and support from school in terms of their children's behaviour, emotional wellbeing and medical needs. They have also sought advice on other family situations.

All children, including children with SEND, are encouraged to take an active role in the life of the school. Through the PSHE curriculum and pastoral support children are taught a range of life skills including learning about emotions and developing a vocabulary to express them, ways of managing emotions and taking responsibility for their actions. It also develops children's social awareness and understanding.

Children with SEND are encouraged to share their thoughts and feelings at annual review meetings and at various points throughout the year.

The Family Support Worker is the named medical officer in school and has strong links with the school nursing team. The Medical Policy identifies the procedures for managing medicines in school. The Medical List is updated annually, as are Care Plans. Each class has a medical register detailing medical needs. All medicines are stored in the school office or staffroom fridge and a log is completed and signed each time medicine is administered. In addition, we have close links with a range of other medical and family support agencies. We use the CAF process to identify needs early, taking guidance from Lancashire's Continuum of Need.

Intimate care plans and health care plans are updated in consultation with the school nurse and parents. A number of staff are first aid trained.

Safeguarding procedures ensure the well-being of all children, but staff are particularly aware of the vulnerabilities of children with SEND. Comprehensive and up to date records are stored securely on CPOMs.

The Family Support Worker, who also serves as the Attendance Officer, monitors the attendance and punctuality of all children. Where necessary, a CAF may be initiated to provide additional support to families.

The Pastoral Team will support any child that they feel is vulnerable or at risk of bullying. Any report of bullying by a child or parent is taken seriously and is dealt with in line with the schools behaviour policy.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

Pupil Progress meetings take place termly with the Class Teacher and SLT. The progress of each child is reviewed individually and the support, assessment or intervention needed is discussed. In addition to the end of term meeting, a half termly discussion is held between the class teacher and the department lead.

This information is part of the graduated response of assess, plan, do review cycle. Where more detailed assessments may need to be undertaken, the information from these will then be fed back to teachers with suggestions on how to provide for the child's needs. These will then be reviewed at the next progress meeting.

The SENDCo writes a termly report and this is shared with Governors at the termly full governing board meeting. An annual report is written each year which details outcomes for children with SEND in each department.

The SEND governor is invited to attend termly meetings to review and discuss various aspects of SEND provision.

Parents are integral to the support we provide at St. Mary's, and their views are sought at annual reviews, TAF meetings, and other key points throughout the year. Parental surveys and questionnaires are also completed annually.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

For higher levels of need, school may liaise with external agencies and professionals. Specialist agencies we liaise with regularly include:

- Speech and Language Therapy Service
- Occupational therapy
- Physical therapy
- Lancashire Educational Psychology Service
- ADYSs specialist teacher service
- SEND Services
- Child and Adolescent Mental Health Services (CAMHS)

We use the Common Assessment Form (CAF) process and Team Around the Family (TAF) to facilitate links with other agencies.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

The first point of contact if a child/young person wishes to discuss something about their special educational need should be with their class teacher. A child may feel that they can talk to the Learning Mentor and the Learning Mentor can support them in discussions with the class teacher.

If a parent/carer wishes to discuss something about their child/young person, the first point of contact should be the class teacher. If the parent wishes to discuss the issue further, then a meeting will be arranged with the Department Senior Leader and/or the SENDCo.

If a parent wishes to make a formal complaint the complaints procedure can be found on our school website.

Where can I find the contact details of support services for the parents of children/young people with SEND?

During discussions with parents, at annual reviews, and at TAF meetings, we signpost families to appropriate support services. Parents are also directed to Lancashire's Information, Advice and Support Service (IAS) for guidance:

<https://lancssendias.org.uk/>

The service provides information and advice on:

- Rights, roles, and responsibilities relating to SEND
- Health and social care processes, regulations, and guidance
- Support available from other agencies and organisations

They can also assist families with:

- Mediation and appeals to the First-tier Tribunal
- Issues relating to school exclusion
- Liaising between parents, nurseries, schools, colleges, and other professionals

Where can I find information on where the local authority's local offer is published?

Our Local Offer is available on the School Website:

<https://www.st-marys-burnley.lancs.sch.uk/page/?title=SEND&pid=47>

Lancashire County Councils Local Offer –

<http://www.lancashire.gov.uk/send>