



**St Mary's RC Primary School, Burnley**  
**Special Educational Needs and Disabilities (SEND) Policy**

**Reviewed:** September 2025

**Next Review:** September 2026

**Headteacher:** Mrs Laura Bushell

**SENDCo:** Miss Mary Moriarty

**SEND Consultant:** Mrs Kirsty Flynn

At St Mary's R.C. Primary School we are committed to giving all children – including those with Special Educational Needs and Disabilities – the opportunity to realise their full potential and to be fully included in our school community. We strive to meet the individual needs of every pupil, ensuring that each achieves the best possible educational and personal outcomes.

We are dedicated to developing the academic potential of every child while nurturing their social, moral, physical and spiritual growth in line with our Catholic mission and values.

This policy complies with statutory requirements laid out in:

- *SEND Code of Practice: 0–25 years (2015)*
- *Equality Act (2010)*
- *Schools SEN Information Report Regulations (2014)*
- *Children and Families Act (2014)*

This policy has been jointly created by the school's SENDCo and Deputy Head, **Miss Mary Moriarty**, and SEND Consultant, **Mrs Kirsty Flynn**, in consultation with staff and governors.

### **Mission Statement**

At St Mary's RC Primary School, we are a loving, inclusive Catholic community where the teachings of Christ guide our work. Every child is valued as a unique individual created in God's image. We aim to provide a nurturing environment where all children, including those with Special Educational Needs and Disabilities, can flourish spiritually, academically, socially and emotionally.

At St Mary's we are committed to working together with all members of our school community to ensure achievement and success for all. We foster an inclusive culture where every child, regardless of need or background, can participate fully in the life of the school.

We celebrate diversity, respond to individual strengths and experiences, and provide a broad, balanced curriculum – including the Early Years Foundation Stage, National Curriculum and Religious Education – so that all children can learn, grow and flourish in faith, confidence and self-worth.

### **Aims**

We aim to:

- Create an environment in which all individuals are valued, respected and able to grow in self-esteem.
- Build upon the strengths and achievements of each child.
- Raise the aspirations and expectations of all pupils with SEND.
- Provide a broad, balanced and ambitious education for every learner.
- Maintain open and effective communication so that parents, carers and staff are fully aware of each pupil's progress and provision.
- Identify children's needs as early as possible through robust assessment and observation.
- Enable pupils with SEND to make the greatest progress possible academically and socially.

### **Objectives**

We strive to:

- Personalise learning to meet individual needs.
- Set clear, appropriate targets for each child.
- Provide effective differentiation and a range of teaching styles so that all children can access the curriculum.

- Track and review progress termly to ensure needs are met and interventions are impactful.
- Encourage independence and self-responsibility in learning and behaviour.
- Deploy staff and resources efficiently to maximise impact on children's learning.
- Involve all staff in assessment, planning and delivery of support.
- Work in partnership with external agencies to enhance provision.
- Provide ongoing professional development so staff have the knowledge and confidence to meet specific needs.

### **Identification and Assessment of Special Educational Needs**

A pupil has SEND where their learning difficulty or disability calls for special educational provision that is different from or additional to that normally available to pupils of the same age (*SEND Code of Practice 2015, 6.15*).

The four broad areas of need identified in the Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

At St Mary's we believe that behaviour is a form of communication. When a child shows concerning behaviour, this is viewed as a sign of an underlying need that requires understanding and support.

Early identification is key. Teachers, supported by the SENDCo, monitor progress closely through assessment data, observation, and professional discussion. Where concerns arise, adaptations are made through quality-first teaching and, if necessary, short-term interventions. If progress remains limited, further discussion with the SENDCo and parents will determine whether the child requires SEND Support.

### **Other Factors Affecting Learning and Behaviour**

At St Mary's we acknowledge that not all difficulties in learning or behaviour are due to SEND. The following factors may affect progress and attainment but do not in themselves constitute a special educational need:

- Disability (where reasonable adjustments under the Equality Act 2010 may be sufficient)
- Attendance and punctuality
- Health and welfare issues
- English as an Additional Language (EAL)
- Eligibility for Pupil Premium funding
- Being a Child Looked After (CLA)
- Being a child of service personnel

Where these factors are present, appropriate provision and reasonable adjustments will be made so that each child can achieve well. However, these circumstances alone do not mean that a child requires special educational provision.

### **The Graduated Approach**

At St Mary's, we follow a graduated approach to SEND support, which is child-centred and rooted in the *Assess–Plan–Do–Review* (APDR) cycle, as outlined in the SEND Code of Practice (2015).

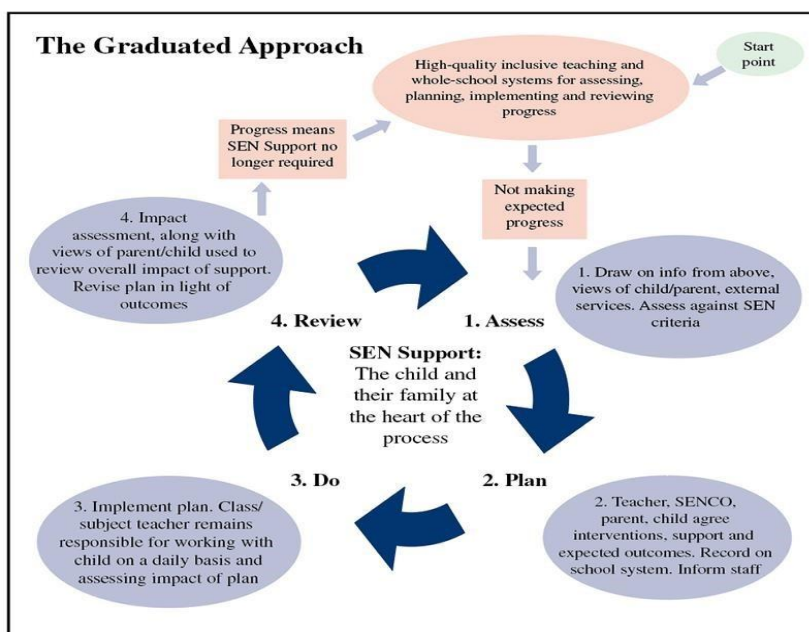
Class teachers are responsible and accountable for the progress and development of every pupil in their class, including where pupils access support from teaching assistants or specialist staff. The SENDCo provides advice, guidance and coordination throughout the process.

**Assess** – The teacher and SENDCo gather and analyse information about the child’s strengths, needs and progress, using a combination of classroom assessment, standardised data, and advice from specialists where required. Parents and pupils are involved in identifying priorities and desired outcomes.

**Plan** – Individual outcomes and strategies are agreed collaboratively between staff, parents and the child. These are recorded on a personalised plan (IEP or SEND Support Plan) outlining short-term targets, teaching approaches, interventions and review dates.

**Do** – The agreed strategies and interventions are implemented and monitored. The class teacher remains responsible for the child’s progress, supported by the SENDCo and other adults.

**Review** – Progress towards outcomes is reviewed regularly—at least termly—with the child and family. The review informs next steps and any necessary adjustments to support.



Where progress continues to be limited despite targeted support, the SENDCo will seek advice from external specialists such as:

- Educational Psychologist
- Specialist Teacher Service
- Speech and Language Therapy
- Occupational Therapy or Physiotherapy
- CAMHS or other medical professionals

Parents’ consent is always sought before external referrals are made.

GRADUATED APPROACH – APDR Cycles			
	What	Who	How
ASSESS	Initial Concerns Raised	Parents / School	Professional Dialogue Discussions with Parents Learning Walks Pupil Progress Meetings Observations
	Classroom adaptations and/or targeted support in class	Class teacher Teaching Assistants	Examples: Adapting QFT / materials Classroom Positioning Organisation Aids Visuals

			Focus Group with CT/TA
	Targeted and time-limited small group interventions	Teaching Assistants under the direction of the Class Teacher	Usually in withdrawal for limited periods Extra Provision is Recorded – this is known as 'Provision Mapping'
	Further information gathered	Parents/Carers / pupil / colleagues / SENDCo	Professional dialogue Discussions with Parents/Carers / Teachers Assess against SEN criteria
	Possible further adaptations and/or additional targeted support in class	Class teacher Teaching Assistants / SENDCo	Outline next steps Identify areas of potential SEN
	Observation and or additional assessments	SENDCo or specialist teacher	Examples: Reading and Math assessments S&L assessments Phonics assessments Visual screening
<b>PLAN</b>	Parents/Carers informed of intention to make additional provision	Class Teacher Parents/Carers	Meeting if possible Telephone call
	Pupil added to SEND register	SENDCO	Area of need identified
	SEN Pupil Profile created	Class teacher / Parents/Carers / SENDCo / Pupil	This is an overview of a pupil's strengths and additional needs.
	Individual Educational Plan (IEP) written with Specific, Measurable, Attainable, Realistic, Timed (SMART) targets – to focus on the area of need.	Class teacher with support from SENDCo.	Parents/Carers are involved throughout the IEP process. They are encouraged to help pupils to meet their targets and are kept informed when targets are met and/or adjusted. <ul style="list-style-type: none"> <li>- Long Term Goals set at the start of the year</li> <li>- Short Term SMART Targets are used to break down the targets into achievable steps</li> </ul>
<b>DO</b>	1:1 teaching/intervention towards IEP targets Adapted provision Appropriate QFT strategies	Delivered by TA, Supervised by Class Teacher	Little and often, as specified on the IEP Visuals / adapted resources created and available for individual children
	Progress towards IEP targets monitored	TA, supervised by Class Teacher. Pupils are involved in this process	Weekly (Through the Weekly Monitoring Sheet). Checked by CT every 2-3 weeks minimum. Evidence collated in Intervention / SEND folder.
	Revision of IEP targets	Class Teacher	Moderate evidence collected Assess progress Revise targets as and when necessary (when targets met or adjusted) - a target can be changed frequently if met.
	Teachers and/or Teaching Assistants access Continuing Professional Development courses /training to enhance their understanding of a specific difficulty relating to a child in their class	Class Teachers (Need identified by CT, SENDCo and/or Senior Leadership)	When appropriate/needed
<b>REVIEW</b>	Full review of IEP 4 times per year (see below for the cycle)	Class teacher (informed by weekly monitoring)	Meet with parents/carers to review the IEP targets and provision. Parent/Carer voice recorded Pupil voice recorded. Copy of evaluated IEP to be shared with parent/carer. Evaluated IEPs to be uploaded to CPOM Professional Dialogue to discuss outcomes (see below – outcomes of reviews)
	SEN Pupil Profile updated - Annually	Class teacher / Parents / SENCo / Pupil	Significant changes mid-year will also result in an update. Teachers to ensure that the information in the Area of Strength and Need accurately represents the child's current needs.
	Overview of SEND need and Support - Annually	SENDCo	Review of the SEND register / progress

	Outcome	Next Steps	Notes
<b>OUTCOMES OF REVIEW</b>	Progress is accelerated and provision needed to maintain this is commensurate with peers	Needs can now be met through classroom differentiation, adaptations and/ or intervention Removed from SEN register	Professional dialogue between teachers and SENDCo and/or consideration at Pupil Progress Meetings before decision to remove from SEN register is made. Evaluation shared and parents/carers informed.
	Progress is good but additional provision needs to continue	New IEP is written Continue with cycle to next review	Evaluation and new IEP shared with parents/carers
	Progress remains slow / inadequate despite the use of evidence-based approaches and well-matched interventions.	With the permission of parents/carers, school will refer the pupil for specialised assessments and advice from external agencies and professionals.	Where a pupil has a pre-existing recognised difficulty (for example: speech and language difficulty or autistic spectrum disorder), the expertise of external agencies and professionals may, with parental permission, be sought at an earlier stage.
	Despite the school having taken the relevant action to identify, assess and meet the needs of a pupil (as above), the pupil has not made expected progress	The school is unable to fully meet the needs of the pupil through its own provision arrangements. School and parents/carers should consider applying for an EHC Needs Assessment.	Education, Health and Care Plans (EHCP) are the replacement for Statements of Special Educational Needs.  The EHCP document outlines the provision required for a child and has identified outcomes (targets) to work towards.

### **Education, Health and Care Needs Assessment (EHCNA)**

If a child's needs are long-term, complex, or require provision beyond what the school can ordinarily provide, the SENDCo, in consultation with parents and professionals, may request an **Education, Health and Care Needs Assessment** from the Local Authority. From this information, it must be decided whether to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)

Evidence gathered through the graduated approach—including assessment data, provision maps, and professional reports—will form the basis of the request.

Where an **Education, Health and Care Plan (EHCP)** is issued, the school will ensure that the specified provision is implemented and regularly reviewed, and that outcomes are monitored in collaboration with parents and external professionals.

### **Annual Review of the Education, Health and Care (EHC) Plan**

At St Mary's, we recognise that every child's strengths, needs and aspirations evolve over time. The **Annual Review** of an EHC Plan provides an opportunity to reflect on progress, celebrate achievements and ensure that the provision remains appropriate and effective.

All EHC Plans are reviewed at least once every twelve months in line with statutory requirements. The SENDCo coordinates the process and ensures that all relevant people are invited to participate. This includes:

- The child or young person
- Parents or carers (and any family members they wish to attend)
- Class teacher and key school staff

- External professionals involved with the child
- A representative from the Local Authority, where appropriate

The meeting is person-centred, focusing on the child's voice and aspirations for the future. Discussions explore:

- Progress towards agreed outcomes
- What we appreciate and admire about the child
- What is important to the child now and in the future
- How best we can support and nurture them
- Any challenges or unresolved issues
- An updated action plan setting out next steps

Any amendments to the EHC Plan are recorded and submitted to the Local Authority within statutory timescales.

### **Criteria for Exiting SEND Support**

A pupil may no longer require SEND Support when:

- Progress is significantly quicker than peers and the attainment gap has closed.
- They make sustained progress in wider development or SEMH needs.
- They achieve greater independence in self-help and social skills.

Decisions to exit SEND Support are made collaboratively at review meetings with the child, parents, and relevant professionals.

### **Supporting Pupils and Families**

At St Mary's, we believe that collaboration with parents and carers is vital to the success of any support plan. We value their knowledge of their child and aim to build strong, trusting partnerships.

Parents are involved at every stage of the SEND process and are encouraged to share their views during meetings and reviews. The school provides information about local support services, including the Information, Advice and Support Service (IASS), and works closely with other professionals involved with the family.

When medical or health concerns arise, school staff liaise with the School Nurse and, where necessary, the child's GP or other healthcare professionals to coordinate care.

For pupils with Social, Emotional and Mental Health (SEMH) needs, pastoral support is prioritised. Our ELSA-trained staff (Emotional Literacy Support Assistants) provide targeted emotional support, and the school is embedding a whole-school trauma-informed approach through ongoing staff training.

### **Admissions**

Pupils with SEND are admitted to St Mary's in line with the school's Admissions Policy and the statutory requirements of the Children and Families Act (2014).

During transition or admission, the SENDCo liaises with previous settings to ensure continuity of provision. When pupils transfer to secondary school, meetings are arranged with receiving SENDCos to share information and plan for smooth transition.

### **Medical Needs**

St Mary's recognises that pupils with medical conditions should be properly supported so they can access a full education, including school trips and physical education.

Some children with medical conditions may also have a disability; in such cases, the school will comply with its duties under the **Equality Act (2010)**. Some pupils may also have an **EHC Plan** which brings together health, social care, and educational needs.

A register of medical needs is maintained and reviewed annually. Children with specific conditions have individual care plans, drawn up in consultation with parents and relevant medical professionals, and reviewed at least yearly.

Key medical information (with parental consent) is shared with appropriate staff. Training is provided for staff on significant conditions such as anaphylaxis, diabetes or epilepsy. The Headteacher liaises regularly with the School Nurse to ensure all needs are met.

### **Monitoring and Evaluation of SEND Provision**

The SENDCo monitors the effectiveness of SEND provision across school and ensures that interventions are evidence-based and impact-driven.

Monitoring activities include:

- Regular auditing of SEND provision and resources.
- Analysis of pupil progress data.
- Termly pupil progress meetings.
- Pupil and parent feedback.
- Reports to governors on SEND impact and development.

This process ensures that provision is continually refined to meet evolving needs and aligns with the school's improvement priorities.

### **Training and Resources**

All staff are encouraged to undertake regular professional development to strengthen their understanding of SEND. This may be identified through:

- Staff appraisal processes.
- School Improvement priorities.
- Identified needs within cohorts.

The school invests in external specialist advice and support where required and ensures the SENDCo is suitably qualified and resourced to carry out their statutory duties.

Staff have access to a range of CPD opportunities, including trauma-informed practice, communication and interaction, and strategies for SEMH.

### **Roles and Responsibilities**

#### **Governing Body**

The SEND Governor supports the governing body in fulfilling its statutory duties by:

- Ensuring SEND remains a standing item at governor meetings.
- Reviewing the SEND Policy annually.
- Monitoring the effectiveness and impact of SEND provision.
- Ensuring that statutory information about SEND is available on the school website.

#### **Headteacher**

The Headteacher has overall responsibility for ensuring that the needs of pupils with SEND are met and that the SEND Policy is implemented effectively. The Headteacher works closely with the SENDCo and governing body to ensure SEND provision aligns with the school's vision and improvement priorities.

## **SENDCo**

The SENDCo:

- Oversees the day-to-day operation of the SEND Policy.
- Coordinates provision for children with SEND and maintains accurate records.
- Supports and advises staff on best practice.
- Liaises with parents, external agencies, and the Local Authority.
- Leads the Assess–Plan–Do–Review process.
- Manages support staff deployment and ensures provision is effective.
- Monitors pupil progress and evaluates intervention impact.
- Coordinates transition for pupils with SEND.

## **Class Teachers**

All teachers are teachers of pupils with SEND. They:

- Differentiate planning and adapt teaching to meet identified needs.
- Monitor and record progress and concerns.
- Work closely with the SENDCo and support staff to implement plans.
- Maintain communication with parents and carers.

## **Support Staff**

Support staff work under the direction of class teachers to provide targeted support, record progress, and promote pupil independence. They attend relevant training to enhance their practice and contribute to planning and review processes.

## **Storing and Managing Information**

All SEND records are treated as confidential and stored securely in accordance with data protection regulations. Hard copies are kept in a locked office; electronic records are password protected and accessible only to authorised staff.

## **Accessibility**

St Mary's RC Primary School is committed to increasing accessibility for all. Adjustments are made to the physical environment, curriculum and communication methods where needed.

The school's **Accessibility Plan** and **Local Offer** are available on the school website and reviewed regularly to ensure compliance with the *Equality Act (2010)*.

## **Complaints Procedure**

Concerns regarding SEND provision should first be discussed with the class teacher. If unresolved, parents may meet with the SENDCo, Deputy Headteacher or Headteacher.

If further resolution is required, parents may contact the SEND Governor, who will involve the Chair of Governors in line with the school's Complaints Policy.

## **Bullying**

Bullying is taken seriously at St Mary's RC Primary School. We promote a culture of kindness, respect, and inclusion. Any incident of bullying is dealt with promptly, and pupils are encouraged to speak to a trusted adult if they experience or witness unkind behaviour.

The school's full Anti-Bullying Policy is available on the school website.

### **Trauma-Informed and Relational Practice**

St Mary's is committed to embedding a **trauma-informed and relational approach** across all areas of school life. We recognise that emotional safety, connection, and trust are the foundations for learning.

Staff are trained to use **PACE** (Playfulness, Acceptance, Curiosity, Empathy) and **WINE** (What I notice, I imagine, I need, I feel) frameworks to guide interactions and support co-regulation. Emotionally Available Adults (EAA) are identified to provide consistent relational support for pupils who have experienced adversity or attachment difficulties.

This approach ensures that every child feels seen, heard, and valued. It underpins our commitment to behaviour as communication, to empathy over punishment, and to building resilience through relationships.

### **Partnership with Parents and Carers**

Parents are essential partners in the education of children with SEND. We work collaboratively, valuing their insight and lived experience. Communication is open, honest, and supportive, ensuring that parents are fully informed and involved in decision-making.

Workshops, meetings, and informal drop-ins are offered throughout the year to strengthen home-school collaboration and to build confidence in supporting children's learning and well-being at home.

### **The Voice of the Child**

Children are central to all SEND processes at St Mary's. Their views, wishes and feelings are sought regularly through pupil voice activities, one-to-one discussions, and person-centred reviews.

We encourage pupils to reflect on their own progress, celebrate achievements, and share what helps them to feel safe, calm and ready to learn.

### **Monitoring and Review of the Policy**

This SEND Policy is reviewed annually as part of the school's evaluation cycle to ensure that it remains current, effective, and compliant with legislation. The next review is scheduled for **September 2026**.

**Approved by Governors:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signed:**

**Miss Mary Moriarty – Deputy Headteacher & SENDCo**

**Mrs Kirsty Flynn – SEND Consultant**

**Date: 30/09/2025**

## Appendix

### List of personnel involved in SEND

<b>NAME</b>	<b>POSITION</b>
	Headteacher/Assessment Co-ordinator
Laura Bushell	Associate Headteacher
Mary Moriarty	SENDCo / Deputy Headteacher
Kirsty Flynn	SENDCo Associate
Lynne Oliver	SEN Governor
Daniel Frazer	Chair of Governors
Mary Moriarty	Managing Medical Needs Responsibility
Laura Bushell	Designated Teacher with Specific Safeguarding Responsibility
Gillian White	Deputy Designated Safeguarding Lead
Laura Bushell	Managing PPG/CLA funding Responsibility