

ST. MARY'S RC PRIMARY SCHOOL, BURNLEY

SEND INFORMATION REPORT 2026-2027

Headteacher	Laura Bushell
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School telephone number	01282 427546
School website	https://www.st-marys-burnley.lancs.sch.uk/
School office email address	messageus@st-marys-burnley.lancs.sch.uk
Special Educational Needs & Disabilities Co-ordinator (SENDCo)	Mary Haida
Contact email for SENDCo	m.haida@st-marys-burnley.lancs.sch.uk
Governor with responsibility for SEND	Lynne Oliver
Age range	4-11

The information shared in this statutory Information Report is updated annually; any changes which occur during the year will be amended as soon as possible.

The report details our school's individual SEND offer and should be read in conjunction with the Local Offer provided by Lancashire.

Link to our school's SEND Policy	https://www.st-marys-burnley.lancs.sch.uk/page/?title=SEND&pid=47
Link to the LA Local Offer/s	https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/
Link to SENDIASS support for parents/carers	https://lancssendias.org.uk/

Our inclusive culture and vision

*At **St Mary's RC Primary School**, our mission is rooted firmly in our Catholic faith and Romero Trust values, particularly our commitment to "Aspire not to have more, but to be more." We believe that every child is created in the image and likeness of God and is therefore entitled to be valued, nurtured and supported to achieve their full potential. Inclusion is at the heart of everything we do. We are committed to ensuring that all pupils, regardless of need, background or circumstance, are able to **achieve, belong and thrive** as active members of our school community. This vision underpins our approach to SEND, pastoral care, safeguarding and wider inclusion.*

We recognise that barriers to learning and wellbeing can arise from a wide range of factors, including SEND, social and emotional needs, disadvantage, attendance challenges, adverse childhood experiences, family circumstances and mental health needs. Our inclusive culture is built upon understanding the individual child, working in partnership with families and external agencies, and ensuring that support is personalised, responsive and rooted in high aspirations for every pupil.

St Mary's is a mainstream Catholic primary school serving the Burnley community. The school has a higher-than-average proportion of pupils with SEND, with approximately 21.1% of pupils identified as having special educational needs and 6.3% holding an Education, Health and Care Plan (correct at the time of document update). The needs of our pupils are diverse and include communication and interaction needs, cognition and learning difficulties, social, emotional and mental health needs, and physical and sensory needs.

Over recent years, we have strengthened our inclusive practice through the development of robust SEND systems, enhanced pastoral provision, trauma-informed approaches to behaviour and wellbeing, and a graduated response that ensures needs are identified and addressed at the earliest opportunity. We are proud of the strong relationships we have with pupils, families and external professionals and of our commitment to ensuring that all children can access the full curriculum and wider life of the school. Our SEND and inclusion work is characterised by high expectations, effective collaboration, personalised support and a relentless focus on removing barriers so that every child can flourish academically, socially, emotionally and spiritually.

This inclusive vision is reflected in our school motto and lived through our daily practice: ensuring that every child is known, valued and supported to become the very best version of themselves.

Every child, every chance.

WHAT KIND OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES ARE SUPPORTED AND PROVIDED FOR IN OUR SCHOOL?

The SEND Code of Practice (2015) identifies 4 broad areas of Special Educational Needs and disabilities. In our school we support and make provision for pupils across all 4 areas of need.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

SEND Code of Practice 2015

The Children and Families Act (2014) reformed the support and provision for students with Special Educational Needs Disability (SEND) which led to the development of the SEND Code of Practice: 0 to 25 years (DfE, 2015).

The SEND Code of Practice is guidance that organisations, including schools and academies, must follow to work with and support students with SEND. Schools and academies must have regard for the code when they make decisions and arrangements for students with SEND. The code covers the age range 0 to 25 so children and young people have support that meets their needs throughout education and into adulthood.

The code places a duty on schools and academies to ensure that:

- The needs of children and young people are identified early and there is early intervention and help to ensure that they get the very best start in life and education.
- Every child and young person is enabled to make progress so that they can achieve their best and become confident individuals leading fulfilling lives
- Parents/carers, and children and young people are involved in the planning, reviewing and decision making about their individual support and local provision
- Parents/carers, and children and young people are given advice and support to enable them to take part in discussions and decision making and are involved in regular review of progress towards outcomes, evaluation of support and planned next steps.
- There is a cohesive approach and external agencies, health, education and social care services work together to provide high quality support for children and young people with SEND and their families
- There is a focus on inclusive practice and removing barriers to learning

- Children and young people with SEND are supported to enable them to succeed in education and make a successful transition to adulthood

Area of need	Condition
Communication and interaction	Autism spectrum condition (ASC) Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD) Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairment Visual impairment Multi-sensory impairment Physical impairment

SEND/INCLUSION TEAM	
Our school's SENDCo and the wider inclusion team	Use this space to introduce parents/carers to your SEN/inclusion team. Some schools include photos/short bios here or elsewhere on the SEND website page. Describe the experience and expertise of your staff team. For example: Mr/Ms/Mrs X is our SENDCo and they have [number of years] experience in this role and have worked as [add relevant experience]. They are a qualified teacher and achieved the National Award in Special Educational Needs Co-ordination/NPQ SENDCO in X/are working towards this award.

	They are [add any relevant further training.] They are allocated [number of days/hours] a week to manage SEND provision. Detail the wider team here (e.g. Assistant SENDCO, Teaching Assistants, HLTAs, family support worker etc)
<i>In our school, every teacher is a teacher of SEND. Our wider team access a range of professional learning and development opportunities to help them best meet the needs of our pupils. There are further details about this below.</i>	

IDENTIFICATION OF SEND	
How does the school know on admission, if my child needs additional help?	Explain here how you link with other settings and information is shared.
What should I do if I think my child may have special educational needs?	Explain your school's approach here. Insert details about how parents/carers can tell you that they think their child might need SEN support. Insert at what stages the pupil will be involved.
How might our school identify and/or assess pupils who may have SEN?	Explain your school's approach here. Insert details about how your school identifies pupils with SEN. You may wish to link or insert your school's Graduated Approach diagram here. <i>Possible text to also include:</i> Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing. If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN pupil support plan for them.
WORKING IN PARTNERSHIP WITH PARENTS/CARERS	
How does our school work in partnership with parents/carers to involve them in their child's education and provision?	<i>Possible text to include:</i> We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of assess, plan, do, review.
INVOLVING CHILDREN & YOUNG PEOPLE IN DISCUSSIONS/SUPPORT	
How does our school involve children and young people (as appropriate) in discussions	<i>Possible text to include:</i> The level of involvement will depend on your child's age and level of understanding.

and decisions about their provision and support?	We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input. We may seek your child's views by asking them to: • Attend meetings to discuss their progress and outcomes • Prepare a presentation, written statement, video, drawing, etc. • Discuss their views with a member of staff who can act as a representative during the meeting • Complete a survey
SUPPORT FOR PUPILS WITH SEND	
How is learning and development provision matched to an individual pupil's needs?	<i>Possible text to include:</i> We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of assess, plan, do, review.
How does our school support pupils with SEND in lessons?	Explain your school's approach here. Describe your approach to adapting teaching, the curriculum and the learning environment. You may wish to link to your accessibility plan here – you must include information about your accessibility plan in this report and confirm that it covers increasing the extent to which disabled pupils can participate in the curriculum. <i>Possible text to include:</i> Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will adapt how we teach to suit the way the pupil works best. There is no 'one-size- fits-all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. These adaptations may include: • Adjusting our curriculum to make sure all pupils are able to access it. For example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson etc • Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. • Adapting our resources and staffing • Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

	Teaching assistants may also support pupils within class, in smaller groups or 1:1 We also offer a wide range of interventions for pupils. Details of these are in our Intervention Overview grid (hyperlink here) These interventions are part of our contribution to [insert name of local authority]'s local offer.
How are pupils with SEND included in activities that take place outside the classroom? (For example: trips and visits)	Explain your school's approach here. Describe how you make sure there are no barriers to your pupils with SEN enjoying the same activities as other pupils in your school, including physical activities. <i>Possible text to include:</i> All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. All pupils are encouraged to go on our school trips, including our residential visits. All pupils are encouraged to take part in the wider extra-curricular programme. Pupils are not excluded from taking part in these activities because of their SEN or disability and we will make whatever <i>reasonable adjustments</i> are needed to make sure they can be included.
What support does our school offer for pupils' overall emotional health and wellbeing?	Explain your school's approach here. Include any extra pastoral support arrangements for listening to the views of pupils with SEN and what measures you have in place to prevent bullying. <i>Possible text to include:</i> We provide support for pupils to progress in their emotional and social development in the following ways: - Pupils with SEN are encouraged to be part of the school council - Pupils with SEN are also encouraged to be part of [name of] club to promote teamwork/building friendships - We provide extra pastoral support for listening to the views of pupils with SEN by [insert your provision] - We run a nurture group for pupils who need extra support with social or emotional development - We have a clear, firm approach to bullying. <i>You could link to the anti-bullying policy here.</i>
How are the school's resources allocated and matched to a pupil's SEND?	<i>Possible text to include:</i> We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of assess, plan, do, review.

	Explain your school's approach here. Describe your funding arrangements and the process for securing staffing time, equipment and facilities to support pupils with SEN. It may be that your child's needs mean we need to work to secure: • Extra equipment or facilities • More teaching assistant hours • Further training for our staff • External specialist expertise If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.
Which specialist services and expertise are available at/accessed by the school, for pupils with SEND?	<i>Possible text to include:</i> Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include: <i>Adapt this list to reflect the professionals and organisations you collaborate with in your school</i> Speech and language therapists Educational psychologists Occupational therapists GPs or paediatricians School nurses Specialist teachers Child and adolescent mental health services (CAMHS) Mental Health in Schools Team (MHST) LA Attendance Support Workers Social services and other local authority (LA)-provided support services Voluntary sector organisations

What support is in place for looked-after and previously looked-after children with SEND?	Insert name/contact details of the designated teacher for looked-after children and previously looked-after children here. If this person is your SENCO, amend the below accordingly. [Insert name of designated teacher] will work with [insert name of SENCO], our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.
ACCESSIBILITY OF OUR SCHOOL SITE	
How accessible is the school site for all pupils?	Add information here about how you support the access of pupils/adults with disabilities. Include information about: • The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils • The facilities you provide to help disabled pupils access your school, including the provision of auxiliary aids and services • How to find your school's accessibility plan. (It should cover how you will: <i>Increase the extent to which disabled pupils can participate in the curriculum; improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide</i> • Add a hyperlink to the plan here • Improve the availability of accessible information to disabled pupils/families
PROFESSIONAL DEVELOPMENT/TRAINING	
How does our school ensure that all staff have access to the training and professional development that they need to best support pupils with SEND?	Include details here about within-school offer and externally-accessed CPD. Also mention coaching and mentoring from more experienced colleagues and accessing support from external expertise.
MONITORING PROGRESS AND ACHIEVEMENT	
How does our school monitor the progress and achievement of children with SEND?	Explain your school's approach here. Insert details about how your school assesses and reviews pupils' progress. <i>Possible text to include:</i> We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of assess, plan, do, review.

	As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.
How are pupils involved in these processes?	<i>Possible text to include:</i> The level of involvement will depend on your child's age and level of understanding. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input. We may seek your child's views by asking them to: • Attend meetings to discuss their progress and outcomes • Prepare a presentation, written statement, video, drawing, etc. • Discuss their views with a member of staff who can act as a representative during the meeting • Complete a survey
How are parents/carers and pupils involved in the review of progress towards planned outcomes?	<i>Possible text to include:</i> We will provide half-termly/termly/annual reports on your child's progress [annually at a minimum]. If your child is on the SEND register, INSERT will meet with you [insert frequency here – at a minimum 3 times a year], to: • Set clear outcomes for your child's progress • Review progress towards those outcomes • Discuss the support we will put in place to help your child make that progress • Identify what we will do, what we will ask you to do, and what we will ask your child to do We know that you are the expert when it comes to your child's needs and aspirations; so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think could work best for your child.

	We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy. If you have concerns that arise between these meetings, please contact the school office.
ADMISSIONS & EFFECTIVE TRANSITION	
How does the school make sure the admissions process is fair for pupils with SEN or a disability?	Explain your school's approach to admissions for prospective pupils with SEN or a disability How you make sure that all prospective pupils whose EHC plan names the school will be admitted before any other places are allocated An explanation of how your oversubscription criteria avoids unfairly disadvantaging prospective pupils with a disability or special educational needs
How does our school work closely with pupils, parents/carers, outside agencies and other settings to support successful transition to the next stage of education?	Insert your approach for pupils moving between years, schools, phases, and onto adulthood. Insert the ways your school prepares pupils for each transition. <i>Possible text to include:</i> Between years To help pupils with SEN be prepared for a new school year we: INSERT Between schools When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. Between phases (for primary schools) The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support. Pupils will be prepared for the transition by: INSERT Between phases (for secondary schools)

	The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term. We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community. We set up new pupils with a buddy from the year above to help them get settled in and make friends.
How does the school help prepare pupils with SEND for adulthood and life beyond formal education?	<i>Possible text to include:</i> We provide all our pupils with appropriate advice on paths into work or further education. We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.
EVALUATING THE EFFECTIVENESS OF OUR PROVISION	
How do we monitor and evaluate the effectiveness of the provision we make for pupils with SEND?	Explain your school's approach here. Describe how your school evaluates the effectiveness of the provision for pupils with SEN. <i>Possible text to include:</i> We will evaluate the effectiveness of provision for your child by: • Reviewing their progress towards their goals each term • Reviewing the impact of interventions after [number of] weeks • Using pupil questionnaires/focus groups • Monitoring by the SENDCO • Using provision maps to measure progress • Holding an annual review (if they have an education, health and care (EHC) plan)
FURTHER SUPPORT OR ENQUIRIES	
What should I do if I have questions or enquiries about the support/provision in place for my child?	<i>Possible text to include:</i> If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. To see what support is available to you locally, have a look at your local authority's [insert the name or names of local authorities in your catchment area] local offer. [Insert name of local authority/ies] publishes information about the local offer on their website:

	Link to the local offers of all the local authorities in your catchment area. Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: Link off to all local SENDIAS organisations in your catchment area. Local charities that offer information and support to families of children with SEN are: Link off to any local charities supporting families of pupils with SEN, including contact details. National charities that offer information and support to families of children with SEN are: IPSEA SEND family support NSPCC Family Action
What can I do if I have further concerns or wish to make a complaint about SEND support/provision in school?	Link off to your school's complaints procedure. Explain your school's approach here, including an outline of how complaints will be handled, and how parents/carers can complain. <i>Possible text to include:</i> Complaints about SEN provision in our school should be made to the INSERT in the first instance. If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice. Parents/carers may make representations to the first tier Tribunal. To find out how to do this you should visit: https://www.gov.uk/complain-about-school/disability-discrimination You can also raise concerns about alleged discrimination regarding: - Admission - Exclusion - Provision of education and associated services - Making reasonable adjustments, including the provision of auxiliary aids and services Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Insert contact details of the disagreement resolution and mediation services for your local authority/ies here.

GLOSSARY

Access arrangements	Special arrangements to allow pupils with SEN to access assessments or examinations
Annual review	An annual meeting to review the provision in a pupil's EHC plan
Area of need	The 4 areas of need describe different types of needs a pupil with SEN can have: communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
CAMHS	Child and adolescent mental health services
EHC Needs Assessment	The needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
EHC Plan	An education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
First-tier Tribunal/SEND tribunal	A court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
Graduated approach	An approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
Intervention	A short-term, targeted approach to teaching a pupil with a specific outcome in mind
Local offer	information provided by the local authority that explains what services and support are on offer for pupils with SEND in the local area
Outcome	Target for improvement or development for pupils with SEN. These targets do not necessarily have to be related to academic attainment
Reasonable adjustments	Changes that the school must make to remove or reduce any disadvantages caused by a child's disability



SENDCO	Special educational needs co-ordinator
SEND Code of Practice	Statutory guidance that schools must follow to support children with SEND
SEND support	Special educational provision that meets the needs of pupils with SEND

Thank you for taking the time to learn more about our SEND support and provision. Please do not hesitate to contact us if you have further questions or would like to visit our school.