

ST. MARY'S RC PRIMARY SCHOOL, BURNLEY

SEND INFORMATION REPORT 2026-2027

Headteacher	Laura Bushell
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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

In line with the SEND Code of Practice (2015), children may experience needs in one or more of the areas below. The examples provided are not exhaustive and some pupils may receive SEND support based on their assessed needs, even where they do not have a formal diagnosis or identified medical condition.

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	Mrs Mary Haida - Deputy Headteacher and SENDCo Mrs Haida joined St Mary's RC Primary School in 2025 as Deputy Headteacher with responsibility for SEND. Prior to this, she worked as a SENDCo in another primary school setting for four years. Mrs Haida is a qualified teacher and achieved the National Award for SEN Coordination (NASENCo) in 2024. As a member of the Senior Leadership Team, she works strategically to develop inclusive practice, oversee SEND provision and ensure that pupils with additional needs receive the support they require to thrive. Alongside her SENDCo role, Mrs Haida has a range of wider leadership responsibilities across the school. Mrs Kirsty Flynn - SEND Consultant Mrs Flynn works in school one day per week through ADYSSs. She has extensive experience supporting schools to meet the needs of pupils with SEND and to fulfil their statutory responsibilities. Mrs Flynn holds the National

	Award for SEN Coordination (NASENCo) and provides specialist advice, guidance and support to the SENDCo, staff and families. Mrs Gillian White - Pupil and Family Support Officer Mrs White works closely with pupils and families to support attendance, wellbeing and engagement with school. She provides practical and emotional support to families and works alongside external agencies to ensure children and families receive the help they need at the earliest opportunity. Mrs Wendy Read - Pastoral Lead Mrs Read leads the school's pastoral provision and supports children with their emotional wellbeing, behaviour and personal development. She works closely with pupils, families and staff to ensure that children feel safe, supported and ready to learn. Teaching Assistants and Support Staff Our experienced team of teaching assistants work alongside class teachers to provide high-quality support for pupils with a range of additional needs. Staff receive regular training and professional development in areas such as speech and language, autism, social, emotional and mental health needs, trauma-informed practice and adaptive teaching to ensure they can effectively support all learners. Working Together The SEND and Inclusion Team work closely with class teachers, parents, governors and external professionals to ensure that support is carefully planned, regularly reviewed and tailored to individual needs. Our shared aim is to remove barriers to learning and ensure every child can achieve, belong and thrive within our school community.
<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?	We work closely with families, nurseries, pre-school settings, schools and external professionals to ensure that any additional needs are identified as early as possible. Before a child joins St Mary's, we gather information from previous settings, review any available records and, where appropriate, attend transition meetings. For children with identified SEND, the SENDCo and relevant staff may visit their current setting and liaise with parents and professionals to ensure suitable support is in place from the start of their school journey. Information that may help us understand a child's needs includes: • Discussions with parents and carers. • Information shared by previous schools or early years settings.

	• Reports from external professionals, such as Speech and Language Therapists, Educational Psychologists, Occupational Therapists or medical professionals. • Education, Health and Care Plans (EHCPs), where applicable. • Information gathered through transition meetings and visits. We recognise that children develop at different rates and that some needs may not become apparent until after admission. Therefore, identification of SEND is an ongoing process throughout a child's time at St Mary's.
What should I do if I think my child may have special educational needs?	If you have concerns about your child's learning, development, communication, behaviour, emotional wellbeing or progress, you should speak to your child's class teacher in the first instance. They know your child well and can discuss your concerns, share information about your child's progress and explain any support already in place. If concerns remain, the class teacher may involve the SENDCo and further discussions will take place with you to explore your child's strengths, needs and any barriers to learning. We value parents and carers as experts on their children and believe that working in partnership leads to the best outcomes. Where appropriate, your child will also be involved in discussions about their learning and support. We believe that pupils should have opportunities to share their views, contribute to target setting and help us understand what supports them best.
How might our school identify and/or assess pupils who may have SEN?	At St Mary's, we use a graduated approach to identify and support pupils who may have SEND. The purpose of identification is not to fit children into a category but to understand their individual strengths and needs so that appropriate support can be provided. Needs may be identified through: • Ongoing teacher assessment and classroom observations. • Discussions with parents and carers. • Pupil progress meetings. • Screening and assessment tools. • WellComm Speech and Language assessments. • Standardised tests and attainment data. • Attendance, wellbeing and behaviour information. • SEND concern forms raised by staff. • Advice from external professionals and specialist services.

Where concerns are identified, we follow the **Assess, Plan, Do, Review (APDR)** cycle:

Assess - Information is gathered from teachers, parents, the child and, where appropriate, external professionals.

Plan - Outcomes, strategies and support are agreed with parents and recorded.

Do - The agreed support is implemented by school staff.

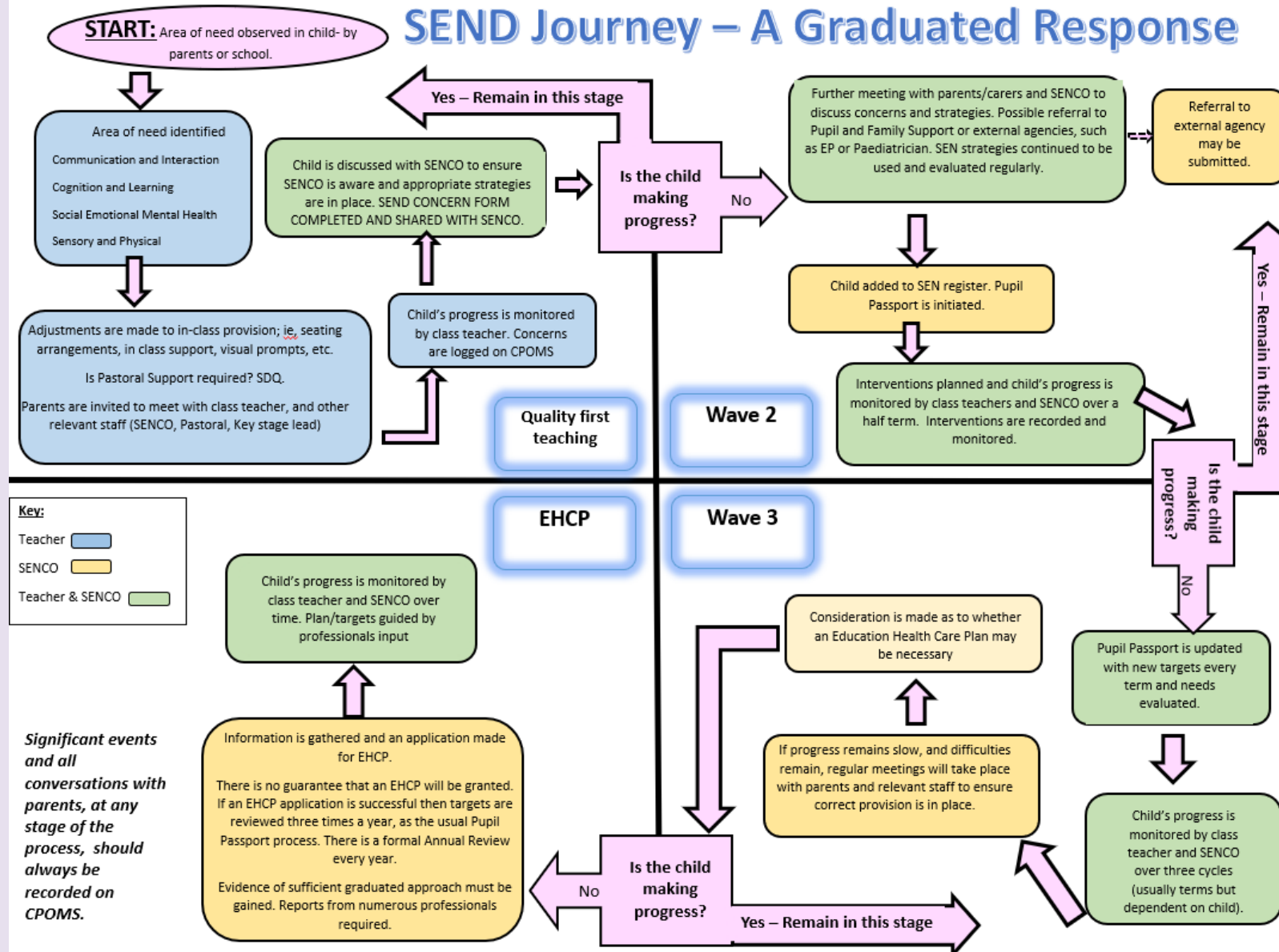
Review - Progress is reviewed regularly and next steps are identified.

Some children may require support for a short period of time, whilst others may need more longer-term provision. Children may experience needs across more than one area of SEND, and not all children receiving SEND support have a formal diagnosis. Our focus is always on understanding and meeting a child's individual needs rather than relying on a diagnosis alone.

Based on all of this information, the SENDCo will decide whether your child requires SEND Support. You will be informed of this decision and given the opportunity to discuss it. If your child requires SEND Support, they will be added to the school's SEND register and a SEND Pupil Passport will be developed in partnership with you, your child and relevant professionals where appropriate.

This plan will be reviewed regularly to ensure that support remains appropriate and effective in helping your child to achieve, belong and thrive.

SEND Journey – A Graduated Response



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?	At St Mary's RC Primary School, we believe that parents and carers play a vital role in their child's education. We value the knowledge, experience and insights that families bring and recognise that children achieve the best outcomes when school and home work together in partnership. We operate an open-door policy and encourage parents and carers to discuss any concerns or successes with their child's class teacher, the SENDCo or a member of the pastoral team. We aim to build positive relationships based on trust, communication and shared aspirations for every child. When a child receives SEND Support, we follow the graduated approach, a four-part cycle of: Assess → Plan → Do → Review This process helps us to: • Identify and understand a child's strengths and needs. • Agree outcomes and appropriate support. • Implement strategies and interventions. • Review the impact of support and plan next steps. Parents and carers are involved throughout this process and may contribute through: • SEND Pupil Passport reviews. • Parent consultation meetings. • Annual Reviews for pupils with an EHCP. • Team Around the Family (TAF) meetings, where appropriate. • Discussions with teachers, pastoral staff and the SENDCo. • Parent questionnaires and opportunities to share feedback. We will always seek to involve parents and carers in decisions about support and provision and ensure they have clear information about their child's progress, targets and next steps. Where specialist services are involved, we will share recommendations and work together to implement agreed strategies at school and, where appropriate, at home.
INVOLVING CHILDREN & YOUNG PEOPLE IN DISCUSSIONS/SUPPORT	
How does our school involve children and young people (as appropriate) in discussions and decisions about their provision and support?	At St Mary's RC Primary School, we believe that children and young people should be actively involved in decisions that affect their education and wellbeing. We value pupil voice and seek to ensure that children feel listened to, respected and included in planning their support. The level of involvement will depend on a child's age, stage of development and level of understanding. We recognise that every child is unique, so approaches are tailored to individual needs and preferences. Children may be involved in their support by:

	• Discussing their learning, strengths and needs with teachers and support staff. • Contributing to SEND Pupil Passport reviews and target setting. • Attending review meetings where appropriate. • Sharing their views before meetings through conversations, drawings, questionnaires, videos or written comments. • Discussing their experiences with a trusted member of staff who can share their views on their behalf. • Providing feedback about interventions and support they receive. • Participating in wider pupil voice opportunities, including the School Council and other pupil leadership roles, where appropriate. For pupils with an Education, Health and Care Plan (EHCP), we encourage them to contribute to annual reviews by sharing their achievements, aspirations, interests and views about the support they receive. Their opinions help to inform future outcomes and provision. By involving children in decisions about their learning and support, we aim to develop confidence, independence, self-advocacy skills and a sense of belonging within our school community.
SUPPORT FOR PUPILS WITH SEND	
How is learning and development provision matched to an individual pupil's needs?	At St Mary's RC Primary School, we recognise that every child is unique. We tailor support to meet individual strengths, needs and aspirations, ensuring that all pupils can access learning and make progress from their starting points. We follow the graduated approach to meeting pupils' SEND needs. This is a continuous cycle of: Assess → Plan → Do → Review This process enables us to identify needs, plan appropriate support, implement strategies and regularly review their effectiveness. Parents, pupils and relevant professionals are involved throughout this process to ensure support remains personalised and responsive to changing needs. Where additional support is required, the SENDCo, class teacher, parents and, where appropriate, external professionals work together to develop and review a SEND Pupil Passport that identifies outcomes, strategies and provision.
How does our school support pupils with SEND in lessons?	Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND. High-quality teaching is the first step in responding to pupils' needs and forms the foundation of our inclusive approach. We are committed to ensuring that all pupils have access to a broad, balanced and ambitious curriculum. We adapt teaching, learning environments and resources to help pupils access learning successfully. There is no "one-size-fits-all" approach; support is carefully tailored to individual needs. Adaptations may include: • Adapting teaching and learning activities.

	• Providing additional modelling, scaffolding and support. • Pre-teaching and revisiting key vocabulary and concepts. • Allowing additional processing and response time. • Using visual timetables, prompts and task breakdowns. • Providing laptops, tablets or other assistive technology where appropriate. • Using sensory resources and reasonable adjustments to the environment. • Adapted seating arrangements or workstations. • Small-group or individual support from teaching assistants. • Specialist programmes and interventions recommended by external professionals. The school also offers a range of targeted interventions to support communication and interaction, cognition and learning, social, emotional and mental health needs, and physical or sensory needs. These interventions are reviewed regularly to ensure they are having a positive impact. Our Accessibility Plan outlines how we continually improve access to the curriculum, physical environment and information for pupils with disabilities and additional needs.
How are pupils with SEND included in activities that take place outside the classroom? (For example: trips and visits)	We are committed to ensuring that all pupils can fully participate in the wider life of the school. We believe that educational visits, extracurricular activities and enrichment opportunities are an important part of children's development and sense of belonging. All pupils are encouraged to: • Attend educational visits and residential experiences. • Participate in clubs and extracurricular activities. • Take part in sporting activities and competitions. • Access leadership opportunities and wider school events. We make reasonable adjustments wherever necessary to ensure pupils with SEND can participate safely and successfully. These may include additional staffing, personalised risk assessments, adapted activities, alternative arrangements where appropriate, and close consultation with parents and external professionals. Pupils are not excluded from participation because of their SEND or disability.
What support does our school offer for pupils' overall emotional health and wellbeing?	The wellbeing of our pupils is central to our inclusive ethos. We understand that children learn best when they feel safe, valued and supported.

	Our dedicated pastoral team provides support for pupils and families and works closely with staff, external agencies and parents to promote positive wellbeing and remove barriers to learning. Support may include: • Access to our Pastoral Lead and Pupil and Family Support Officer. • Play Therapy sessions • Individual and small-group pastoral interventions. • Emotional literacy and wellbeing support. • Zones of Regulation approaches. • Sensory circuits and regulation strategies. • Nurture and breakfast provision where appropriate. • Support during social times and transitions. • Access to external wellbeing and mental health services where needed. Pupils with SEND are encouraged to contribute to pupil voice activities, leadership opportunities and wider school life. We actively seek their views about their experiences and the support they receive. We have a clear approach to preventing and addressing bullying. Any concerns regarding bullying are taken seriously and dealt with in line with the school's Behaviour and Anti-Bullying Policies. Staff are particularly mindful of the additional vulnerabilities that some pupils with SEND may experience.
How are the school's resources allocated and matched to a pupil's SEND?	Resources and support are allocated according to individual need. Decisions are informed through assessment, review meetings, discussions with parents and pupils, and recommendations from external professionals where appropriate. We follow the graduated approach of Assess, Plan, Do, Review to ensure support is targeted and effective. Provision is reviewed regularly and adapted as needs change. Support may include: • Additional teaching assistant support. • Specialist resources and equipment. • Staff training. • Intervention programmes. • Advice and support from specialist services. • Environmental adaptations and reasonable adjustments. The school will cover up to £6,000 of any necessary costs. Where a pupil's needs require provision beyond this level, the school may seek additional funding and support from Lancashire County Council through the appropriate channels, including the Education, Health and Care Needs Assessment process where necessary.

Which specialist services and expertise are available at/accessed by the school, for pupils with SEND?

We work closely with a range of specialist services to ensure pupils receive the support they need. The services accessed vary according to individual need and may include:

- Speech and Language Therapy Services
- Occupational Therapy Services
- Physiotherapy Services
- Educational Psychology Services
- Counselling/Therapeutic Play (through CEWB)
- Specialist Teaching Services (including ADYSSs)
- School Nursing Service
- Paediatricians and Health Professionals
- Mental Health Support Team (MHST)
- Children and Family Wellbeing Service
- Social Care Services
- SEND Information, Advice and Support Services (SENDIASS)
- Early Help and Family Hub Services

We also benefit from the support of an experienced SEND Consultant through ADYSSs, who works alongside the SENDCo to strengthen provision and outcomes for pupils with additional needs.

What support is in place for looked-after and previously looked-after children with SEND?

The school's Designated Teacher for Looked-After and Previously Looked-After Children is **Mrs Mary Haida, Deputy Headteacher and SENDCo**. Mrs Haida is supported in this role by Mrs White, Pupil and Family Support Officer.

Mrs Haida works closely with class teachers, pastoral staff, social workers, the Virtual School and external professionals to ensure that children who are looked-after or previously looked-after receive effective support.

Children who are looked-after or previously looked-after and have SEND are supported through the same graduated approach used for all pupils with SEND. In addition, looked-after children have a **Personal Education Plan (PEP)** which is reviewed regularly. We ensure that PEPs, SEND Pupil Passports and Education, Health and Care Plans (where applicable) work together to provide a coordinated approach that supports both educational progress and emotional wellbeing.

These pupils also benefit from enhanced pastoral support and close multi-agency working to ensure they are able to achieve, belong and thrive within our school community.

ACCESSIBILITY OF OUR SCHOOL SITE	
How accessible is the school site for all pupils?	At St Mary's RC Primary School, we are committed to ensuring that all pupils, staff, parents and visitors can access our environment, curriculum and wider school life. We are dedicated to promoting equality of opportunity and preventing discrimination for pupils with disabilities or additional needs. We make reasonable adjustments to ensure that disabled pupils are not treated less favourably than their peers and can participate fully in all aspects of school life. Adjustments are made according to individual need and may be informed by advice from parents, carers and external professionals. Our school site includes: • Wheelchair-accessible entrances and pathways. • Accessible toilet facilities. • Ramps to support access across the school site. • Well-lit learning environments. • Modern classroom furniture appropriate to pupils' age and needs. • Access to laptops, iPads and other technology to support learning and communication. • Individual risk assessments and care plans where required. • Emergency evacuation procedures that take account of individual needs. We also provide a range of auxiliary aids and reasonable adjustments where appropriate, including: • Visual timetables and communication aids. • Sensory resources and equipment. • Specialist seating or workstations. • Assistive technology. • Adapted learning materials. • Alternative arrangements for transitions, social times and activities where appropriate. Our Accessibility Plan outlines how we will: • Increase the extent to which disabled pupils can participate in the curriculum. • Improve the physical environment to enable disabled pupils to access education, facilities and services. • Improve the availability of information for disabled pupils and their families. The school's Accessibility Plan can be found on our website: here.
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?	We recognise that high-quality teaching and effective SEND provision depend upon knowledgeable, confident and well-trained staff. Staff professional development is therefore a key priority within our school. All staff receive ongoing professional development relating to inclusion, SEND and adaptive teaching. Training is informed by the needs of pupils within school and may be delivered through staff meetings, INSET days, external training providers, specialist services and individual coaching.

	Recent areas of training have included: • Adaptive teaching and the EEF's Five-a-Day approach. • The graduated approach and Assess-Plan-Do-Review cycle. • Autism and communication needs. • Speech, language and communication development. • Social, emotional and mental health needs. • Trauma-informed practice. • Behaviour support and emotional regulation. • Medical needs and care plan implementation. • Safeguarding and inclusion. The SENDCo provides ongoing guidance and support to staff and works closely with our SEND Consultant from ADYSS to develop staff expertise and strengthen provision across the school. Staff also benefit from support and mentoring from experienced colleagues and external specialists, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists and specialist teachers. Training needs are reviewed regularly to ensure that staff have the knowledge and skills required to meet the needs of pupils currently attending the school.
MONITORING PROGRESS AND ACHIEVEMENT	
How does our school monitor the progress and achievement of children with SEND?	At St Mary's RC Primary School, we carefully monitor the progress, attainment and wellbeing of all pupils, including those with SEND. Our aim is to ensure that support is effective and enables pupils to achieve their full potential. We follow the graduated approach to meeting pupils' SEND needs through a continuous cycle of: Assess → Plan → Do → Review As part of this process: • We identify outcomes we want pupils to achieve. • We monitor progress towards these outcomes. • We regularly review the effectiveness of support and interventions. • We adjust provision where necessary. Pupil progress is monitored through a range of approaches, including:

	• Ongoing teacher assessment. • Termly pupil progress meetings. • Half-termly discussions with department leaders. • SEND Pupil Passport reviews. • Standardised assessments and attainment data. • Attendance and behaviour monitoring. • PIVATS where appropriate. • WellComm and other specialist assessments. • Feedback from parents, pupils and external professionals. Where interventions are used, pupils are assessed before support begins to establish a baseline. Progress is then evaluated regularly to determine the impact of the intervention and inform future planning. Interventions that are successful may be continued or adapted, while those that are less effective are reviewed and replaced with more appropriate support. This monitoring process is ongoing and ensures that provision remains responsive to pupils' changing needs. For some pupils, progress may indicate that SEND Support is no longer required. For others, the Assess-Plan-Do-Review cycle continues, with outcomes, strategies and provision refined to ensure the best possible support and opportunities for success.
How are pupils involved in these processes?	At St Mary's RC Primary School, we believe that pupils should be actively involved in decisions about their learning, support and future aspirations. We value pupil voice and recognise that children often provide important insights into what helps them learn and thrive. The level of involvement will depend on a child's age, stage of development and individual needs. We recognise that every child is unique and will work with parents and carers to determine the most appropriate way for them to contribute. Pupils may be involved by: • Discussing their strengths, interests and areas of difficulty with staff. • Contributing to SEND Pupil Passport reviews and target setting. • Attending review meetings where appropriate. • Sharing their views through conversations, drawings, questionnaires, written statements, videos or other creative methods. • Discussing their views with a trusted adult who can represent them during meetings.

	• Providing feedback about interventions and support they receive. • Participating in pupil voice activities and wider school leadership opportunities. For pupils with an Education, Health and Care Plan (EHCP), their views, aspirations and achievements <i>form an important part of the Annual Review process and help shape future outcomes and provision.</i>
How are parents/carers and pupils involved in the review of progress towards planned outcomes?	We recognise that parents and carers are experts in their children and play a crucial role in supporting progress and wellbeing. We work in partnership with families to ensure support remains effective, personalised and focused on achieving positive outcomes. All parents receive regular information about their child's progress through parent consultation meetings and annual reports. In addition, parents of pupils receiving SEND Support are invited to participate in regular review meetings throughout the year. These meetings provide an opportunity to: • Review progress towards agreed outcomes. • Discuss strengths, achievements and any ongoing concerns. • Evaluate the effectiveness of strategies and interventions. • Agree new targets and next steps where appropriate. • Identify any additional support that may be required. • Share information between home and school. Pupils are involved in this process wherever appropriate, ensuring their views, aspirations and experiences help shape the support they receive. If a pupil has an EHCP, parents and relevant professionals are invited to attend an Annual Review where progress towards outcomes and future provision are discussed. Following review meetings, a record of agreed outcomes, actions and support will be shared with relevant staff and parents. We encourage families to contact school at any point if concerns arise between reviews, as needs can change over time and support may need to be adapted accordingly.
ADMISSIONS & EFFECTIVE TRANSITION	
How does the school make sure the admissions process is fair for pupils with SEN or a disability?	St Mary's RC Primary School is an inclusive school that welcomes children of all abilities and backgrounds. We are committed to ensuring that pupils with SEND or disabilities are treated fairly and are not disadvantaged during the admissions process.

	The Governing Board applies the school's admissions arrangements fairly and consistently to all applicants. A child's SEND, disability or level of ability does not prevent admission to the school. Admissions are managed in accordance with the School Admissions Code and relevant equality legislation. Where a child has an Education, Health and Care Plan (EHCP) and St Mary's is named in Section I of the plan, the child will be admitted to the school in accordance with statutory requirements. Prior to admission, we work closely with parents, previous settings, schools and external professionals to gather information and plan appropriate support. This helps ensure that any reasonable adjustments, resources, training or provision required are in place as early as possible. Our admissions arrangements and oversubscription criteria do not discriminate against pupils with SEND or disabilities. Decisions are made fairly and transparently, and reasonable adjustments are made where required to support access to education and school life. We are committed to ensuring that all pupils, including those with SEND and disabilities, have equal opportunities to achieve, belong and thrive as valued members of our school community.
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?	At St Mary's RC Primary School, we recognise that transitions can be an exciting but sometimes challenging time for children and families. We work closely with pupils, parents/carers, external agencies and receiving settings to ensure transitions are carefully planned and tailored to individual needs. Our aim is to help every child feel confident, supported and ready for the next stage of their education. Between years To help pupils with SEND prepare for a new school year, we: • Hold detailed transition meetings between current and receiving teachers. • Share information about pupils' strengths, needs, successful strategies and provision. • Ensure SEND Pupil Passports, EHCPs and other relevant records are reviewed and transferred. • Offer additional visits to new classrooms where appropriate. • Create transition booklets, social stories or visual supports for pupils who may benefit from them. • Provide opportunities for pupils to meet their new teacher and support staff before the end of the school year. Between schools When a pupil joins or leaves St Mary's, we work closely with families and the receiving or previous setting to ensure information is transferred effectively. We will:

	• Seek parental consent to share relevant information. • Liaise with previous or receiving schools. • Share SEND records, assessment information and successful strategies. • Work with external agencies involved with the child where appropriate. • Arrange additional visits and transition activities where needed. Between phases (Primary to Secondary) The SENDCo and pastoral staff work closely with receiving secondary schools to ensure a smooth transition. This may include: • SENDCo-to-SENDCo transition meetings. • Sharing SEND records, EHCPs and SEND Pupil Passports. • Attendance at transition reviews and Annual Reviews where appropriate. • Additional visits to the secondary school. • Supported transition programmes. • Meetings with pupils and families to discuss any concerns. • Social stories, transition booklets and photographs of key staff and environments. • Opportunities to attend extra taster sessions. For pupils with more complex needs, bespoke transition arrangements may be put in place in partnership with parents, external professionals and receiving schools.
How does the school help prepare pupils with SEND for adulthood and life beyond formal education?	Although St Mary's is a primary school, we recognise the importance of preparing children for their future lives from an early age. Through our curriculum and wider school experiences, we help pupils to develop: • Independence and self-help skills. • Communication and social interaction skills. • Resilience and emotional regulation. • Confidence and self-advocacy. • Decision-making and problem-solving skills. • An understanding of the wider world and future aspirations.

	Where appropriate, pupils are encouraged to contribute to decisions about their support, learning and future goals. We work closely with families and receiving schools to ensure that aspirations and outcomes continue to be developed as pupils move through their education journey.
EVALUATING THE EFFECTIVENESS OF OUR PROVISION	
How do we monitor and evaluate the effectiveness of the provision we make for pupils with SEND?	At St Mary's RC Primary School, we regularly evaluate the effectiveness of our SEND provision to ensure that pupils are making progress and that support remains appropriate to their needs. We do this by: • Reviewing progress towards agreed outcomes at least termly. • Following the graduated approach of Assess, Plan, Do, Review. • Monitoring the impact of interventions and support. • Using baseline and post-intervention assessments. • Reviewing attendance, behaviour and wellbeing information. • Gathering pupil and parent voice. • Undertaking learning walks, work scrutiny and case sampling. • Monitoring SEND Pupil Passports and EHCP outcomes. • Holding termly pupil progress meetings involving teachers, leaders and the SENDCo. • Completing Annual Reviews for pupils with EHCPs. • Reporting regularly to governors on SEND provision and outcomes. Where provision is not having the desired impact, support is reviewed and adjusted to ensure that pupils receive the most effective help possible.
FURTHER SUPPORT OR ENQUIRIES	
What should I do if I have questions or enquiries about the support/provision in place for my child?	If you have questions about SEND provision, concerns about your child's progress or would simply like further information, please contact your child's class teacher in the first instance. You may also contact the SENDCo or a member of the pastoral team. We are committed to working in partnership with families and encourage parents and carers to contact us at any time if they need support or advice. Further information and support can be found through: Lancashire Local Offer

	Lancashire SEND Local Offer SEND Information Advice and Support Service (SENDIASS) Lancashire SENDIAS National Organisations IPSEA SEND family support NSPCC Family Action These organisations provide independent information, advice and support for children and young people with SEND and their families.
What can I do if I have further concerns or wish to make a complaint about SEND support/provision in school?	We hope that concerns can be resolved quickly through discussion and partnership working. If you have a concern regarding SEND provision, you should first speak to: 1. Your child's class teacher. 2. The SENDCo (Mrs Mary Haida). 3. The Headteacher. Most concerns can be resolved informally through discussion and collaborative problem-solving. If you remain dissatisfied, you may make a formal complaint by following the school's Complaints Policy, which is available on the school website. Parents and carers can also seek advice and support from Lancashire SENDIAS before pursuing a formal complaint. 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. Information regarding disagreement resolution and mediation services is available through [Lancashire SENDIAS](#) and [Lancashire County Council](#).

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

<u>Reasonable adjustments</u>	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.