



St Mary's RC Primary School SEND Information Report 2026–2027



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Special Educational Needs and Disabilities Coordinator (SENDCo)

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Parents and carers may contact the SENDCo or Headteacher through the school office. The school Bursar can also provide information and help arrange a meeting.

Welcome to St Mary's Special Educational Needs Information Report.

At St Mary's, every child matters. We want all children to feel that they belong, are valued and are able to participate fully in school life. We recognise that children have individual strengths and needs and that, at times, some children may need additional or different support to help them learn, develop and thrive. This SEND Information Report explains how we identify and respond to special educational needs and disabilities (SEND), the support available at St Mary's, and how we work together with children, parents, carers and other professionals. We value open and positive relationships with families and encourage parents and carers to talk to us about any questions or concerns they may have.

The kinds of SEND we provide for

St Mary's is a mainstream primary school with an inclusive ethos, underpinned by our mission statement:

"With Jesus in our hearts, we welcome, we learn, we laugh, we flourish."

Every teacher is a teacher of every child, including pupils with SEND.

At St Mary's, we make provision for pupils with a range of special educational needs and disabilities. These may fall within one or more of the four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health difficulties; and sensory and/or physical needs. Children's needs are individual and may overlap across more than one area. We aim to understand each child's strengths and needs and identify and remove barriers to learning and participation.

We support pupils to access a broad and balanced curriculum through high-quality teaching, appropriate adaptations and, where required, additional or different provision. We may seek advice from relevant professionals, including specialist teachers, educational psychologists and speech and language therapists. Additional provision is recorded on a Pupil Overview of Provision (POP) and reviewed regularly with SENDCo oversight.

Cognition and Learning

At St Mary's, we have experience of supporting children with a range of cognition and learning needs. These may include Specific Learning Difficulties (SpLD), such as dyslexia, dyscalculia and dyspraxia, as well as moderate learning difficulties.

We recognise that every child has an individual profile of strengths and needs. Through high-quality teaching, teachers adapt teaching in response to pupils' needs and seek to identify and address barriers to learning. Support may include breaking learning into smaller, achievable steps; explicit instruction and modelling; scaffolding; appropriate use of technology; carefully selected resources; multisensory approaches; targeted interventions and additional adult support where appropriate.

Where appropriate, class teachers record additional provision through a POP. Provision is regularly reviewed and monitored by the SENDCo to consider progress and effectiveness.

Communication and Interaction



At St Mary's, we support pupils with a range of communication and interaction needs. This may include autistic pupils and pupils with speech, language and communication needs (SLCN).

Communication and interaction needs can present in different ways. A child may experience difficulties understanding or using language, communicating with others, speech sounds or fluency, or aspects of social communication and interaction. Each child has an individual profile of strengths and needs, which may change over time.

We use high-quality teaching and appropriate adaptations to support communication and interaction within the classroom. Where additional support is required, teachers and teaching assistants may work with children individually or in small groups. We have a range of resources to support speech, language and communication development and work closely with Speech and Language Therapists, where appropriate.

Social, Emotional and Mental Health Difficulties



At St Mary's, we recognise that some children may experience social, emotional and mental health (SEMH) difficulties which can affect their wellbeing, relationships, participation and access to learning.

We recognise that children may communicate their needs in different ways and aim to understand the individual child and any underlying needs or barriers to learning. Support is planned according to the child's individual strengths and needs.

We support children through appropriate classroom approaches and, where required, additional provision such as pupil mentoring and social skills groups. We work in partnership with parents and carers and, where appropriate, seek advice and support from relevant external services. These may include Children and Young People's mental health services, Child Action North West (CANW), and the Children and Family Wellbeing Service.

Sensory and/or Physical Needs



At St Mary's, we support children with a range of sensory and/or physical needs. These may include physical disabilities, visual or hearing impairments, multi-sensory impairments and sensory processing difficulties.

We work closely with parents, carers and relevant external professionals to understand each child's individual strengths and needs. Where necessary, we make appropriate adaptations to teaching, the curriculum and the school environment to enable children to access learning and participate fully in school life.

At St Mary's, we endeavour to achieve maximum inclusion for all children whilst ensuring that individual needs are met. Teachers use high-quality, adaptive teaching and appropriate resources and support so children can access a broad and balanced curriculum. All staff have a responsibility for supporting the achievement, participation and inclusion of pupils with SEND and maintain high expectations for all pupils.

Who should I speak to about my child's special educational needs?

We encourage parents and carers to speak to us as soon as they have concerns about their child's learning, development or wellbeing.

Class Teacher

Your child's class teacher should usually be your first point of contact. The class teacher monitors progress; identifies, plans and delivers appropriate teaching, adaptations and additional support; works with the SENDCo; writes and reviews POPs where appropriate; shares and reviews POPs with parents and carers at least termly; involves the child in targets where appropriate; and ensures the SEND Policy is followed. The class teacher remains responsible for the child's learning and progress, including where additional support is provided by others.

SENDCo

The SENDCo is Mrs Kerrie Davis. The SENDCo coordinates provision for pupils with SEND; contributes to SEND policy and provision; supports staff to identify and meet needs; involves parents and carers; liaises with external professionals; oversees the SEND register and records;

monitors progress and provision; and provides specialist advice. Contact the SENDCo via the school office on 01282 771009 or the details at the beginning of this report.

Headteacher

The Headteacher is Miss Halstead. The Headteacher is responsible for the day-to-day management of the school, including provision for pupils with SEND, and works with the SENDCo, class teachers and Governing Body to ensure needs are appropriately supported.

SEND Governor

The SEND Governor is Mr John McNulty. The SEND Governor provides oversight of the school's SEND arrangements, works with leaders and the SENDCo, and supports the Governing Body in assuring itself that appropriate provision and support are in place. Contact is through the school office.

How does the school know if a child needs extra support and what should I do if I think my child has SEND?

At St Mary's, we aim to identify children's additional needs at the earliest opportunity so appropriate support can be put in place.

Needs may be identified through information from previous settings; concerns raised by parents, carers or the child; concerns raised by staff; assessment and monitoring of attainment and progress; observations of learning, development, communication, wellbeing or participation; advice from external professionals; standardised or specialist assessments; and information within an existing Education, Health and Care Plan (EHCP).

Slow progress or attainment below age-related expectations does not, on its own, mean a child has SEND. Equally, a child may have SEND even if attainment is in line with or above age-related expectations. Identification is based on understanding the individual child's strengths, needs and barriers to learning or participation.

If you have concerns, speak to your child's class teacher first. If you would like further advice or concerns continue, ask to speak to the SENDCo. Parents and carers know their children well and their views are an important part of understanding need. Children's views are also taken into account wherever appropriate.

Class teachers track and monitor attainment and progress throughout the year. The Headteacher and SENDCo oversee this process and review relevant information. Teachers continually assess learning and discuss concerns with parents or carers and, where appropriate, the SENDCo. For children with POPs, targets and provision are reviewed at least termly.

Regular professional dialogue takes place between teachers, teaching assistants and the SENDCo. Where appropriate, the SENDCo may liaise with external professionals, with parental involvement and consent where required. Specialist advice or assessment may be sought.

Where a child is identified as having SEN, support follows the graduated approach of Assess, Plan, Do and Review.

Consulting parents and carers and involving them in their child's education

We keep parents informed through the school website and SEND section, weekly newsletter, parent app, two parents' evenings each year and an annual report which enables written feedback. There are annual open days for prospective and current parents.

Parents of children with recognised SEND are invited at least termly to review needs, provision and targets with the class teacher. Parents are welcome to discuss concerns with school staff, and teachers may invite parents to discuss concerns. The school Bursar, Headteacher and/or SENDCo can support families with forms and paperwork and signpost to relevant agencies. Families requiring additional support can be assisted with reading and understanding paperwork and, in more complex cases, signposted or referred to appropriate parent support services.

For children receiving SEND support, provision mapping is used to plan provision and is regularly evaluated and updated. Meetings with the class teacher and SENDCo take place termly to discuss specific needs. The SENDCo is available to discuss provision with parents and class teachers.

For children with an EHCP, an annual review takes place. Relevant parties are invited to attend and contribute, and written advice is requested. The teacher, child and SENDCo review POPs termly and share these with parents, who are invited to comment on progress. Provision mapping is used to plan provision. EHC plans are reviewed at least every 12 months; for children under five, the local authority should consider reviewing the EHC plan every three to six months to ensure provision remains appropriate.

Consulting children and young people with SEND and involving them in their education

At St Mary's, we believe children should play a major part in target setting and be involved in planning and evaluating their POPs. Teachers share targets with children and involve them in setting and agreeing POP targets. Learning objectives are discussed during POP work with a teaching assistant. Children are invited to annual reviews and supported to contribute their views before the meeting.

Children complete questionnaires about provision and inclusion in school life, and this information informs future practice. Children are encouraged to review their targets termly as part of the graduated response, recorded on the POP. Pupil interviews take place throughout the year with members of the senior leadership team and subject leaders, including children receiving SEND support and support through an EHCP.

How will both you and I know how my child is doing and how will you help me support learning?



Assessment for all children is continual and takes many forms, as set out in the school's Teaching and Learning Policy. For many children with SEND, teacher assessment helps determine the provision needed in class, in a group or individually through a POP.

The Headteacher, through class teachers, monitors support and provision for pupils with SEND, coordinated by the SENDCo. Children's progress in mathematics and English is formally assessed every term, alongside wider monitoring of whether provision matches need.

Teachers may use assessments including PIVATS5, PIVATS 5 PSED, sensory checklists and the AET assessment framework. Specialist assessment may also be undertaken, usually beginning with classroom observation.

Where a pupil has a POP, it identifies appropriate outcomes or targets and the provision intended to support the pupil to achieve them. Progress is monitored regularly and pupils are encouraged to reflect on their progress in a way that is appropriate to their age, understanding and communication needs. POPs are formally reviewed at least termly with the class teacher and/or SENDCo, pupil and parents/carers. Copies are shared with parents/carers so families can contribute to evaluation, next steps and support at home where appropriate.

For children with an EHCP, an annual review is carried out by the school with the local authority. Parents and external agencies are strongly encouraged to attend. Transition planning for secondary school begins in Year 5 and may include additional review activity depending on the annual review cycle.

Preparing and supporting children to join, transfer or move to the next stage

Change can be challenging, particularly for children with SEND. St Mary's has procedures to support transition into school, between classes and key stages, and to a new school.

Joining our school: We work closely with pre-school settings. The Reception teacher visits children in their pre-school setting and children attend an induction period. For children with SEND, meetings can take place in the term before entry involving the SENDCo, Foundation Stage Leader, parents, pre-school representatives and other supporting professionals. Strategies may include photo books, extra visits and home visits. For children joining part-way through their school career, parents can meet the SENDCo and Headteacher; we liaise with the previous school and can arrange extra visits where needed.

Moving classes: Teachers have allocated time to share information, including successful strategies for pupils with SEND. All children spend time with their new class teacher. Additional visits, social stories and parent/teacher meetings may be arranged where needed.

Transferring to a new school: We have links with local secondary and special schools. Additional visits and transition projects can be arranged. Where a child with SEND leaves before the end of Year 6, relevant paperwork is forwarded to the receiving school.

Our approach to teaching children with SEND and allocating support

At St Mary's, we are committed to inclusive teaching that enables every child to participate, learn and succeed. Our approach builds on our established use of the Education Endowment Foundation's Five-a-Day principles for supporting high-quality teaching for pupils with SEND. We are now developing this further through the EEF's Guide to Inclusive Teaching and its two-part model. This model helps us to consider both:

1. Universal approaches that form part of strong everyday teaching and are particularly important for pupils with additional needs; and
2. Adaptations and additional support that may also be needed by some pupils, alongside careful consideration of whether this support is helping the pupil to learn and participate successfully.

These two elements work together rather than being separate or sequential stages. Our starting point is strong universal provision, alongside an understanding of individual pupils and the barriers they may experience. Where universal approaches alone are not sufficient, teachers consider appropriate adaptations and additional support based on the pupil's identified strengths and needs.

Our established Five-a-Day approaches continue to inform classroom practice, including strategies such as explicit instruction, scaffolding, cognitive and metacognitive strategies, flexible grouping and the effective use of technology. As we build on this approach, teachers consider a broader range of evidence-informed universal practices and how these can be applied responsively to meet the needs of the children in their class.

Class teachers have responsibility for the learning and progress of all pupils in their class, including pupils with SEND. Teachers:

- maintain high expectations for all pupils;
- seek to understand pupils' individual strengths, needs and barriers to learning;
- provide high-quality, inclusive teaching;
- plan learning that enables pupils to participate and succeed;
- use appropriate adaptations and additional support where these are needed;
- monitor pupils' progress and their response to support;
- review whether adaptations and additional provision are helping rather than hindering learning;
- promote independence and avoid unnecessary reliance on adult support;
- celebrate pupils' achievements; and
- work with pupils, parents, carers, the SENDCo and other professionals to identify and review appropriate provision.

Where additional support is required, provision is matched to the individual child's needs and may include support within the classroom, targeted small-group or individual intervention, nurture provision or specialist advice and support. Additional support supplements rather than replaces effective classroom teaching, which is an important principle in the EEF's current inclusive teaching guidance.

Support may be provided by teachers, teaching assistants, the SENDCo or appropriate external professionals. Staff work together to ensure that additional support connects with classroom learning, promotes independence and enables pupils to participate as fully as possible in school life.

The impact of adaptations and additional support is monitored and reviewed so that provision can be continued, adjusted or changed according to the pupil's response and progress.

What adaptations are made to the curriculum for children with SEND?

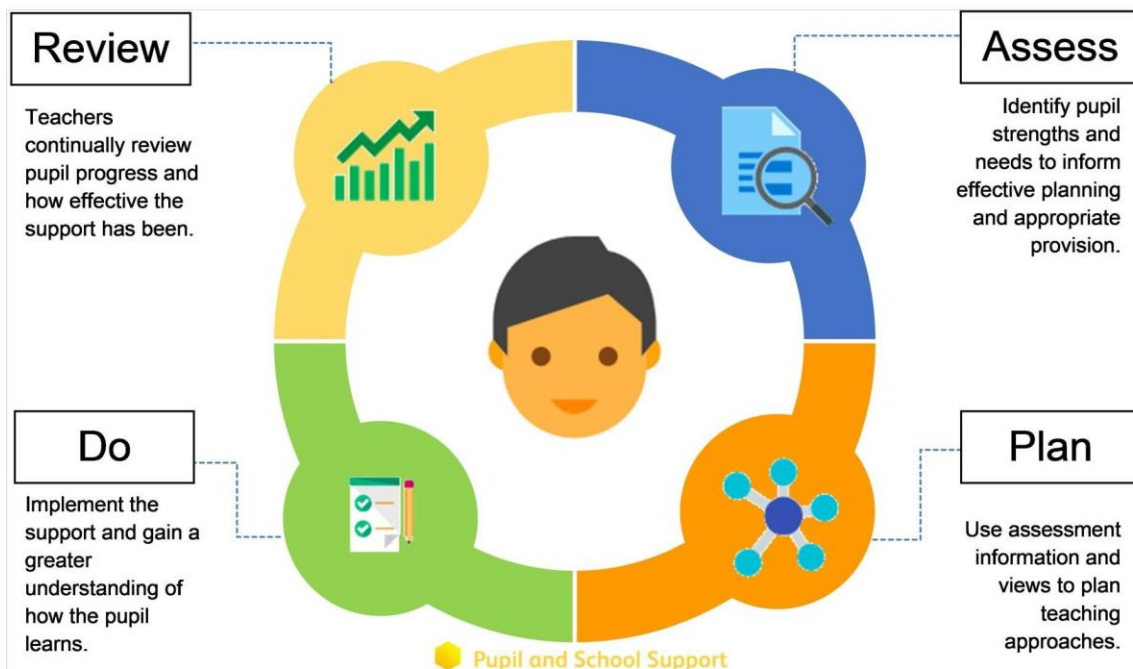
The school provides a range of adaptive equipment from its own budget. Different-height tables and chairs are available, and cushions, supports, specialist furniture or access equipment are provided where required. For more complex and expensive items, appropriate professional assessment or advice may be requested and, where recommended equipment requires additional funding, the school may apply to the local authority in accordance with the relevant process, with parental involvement and consent where required.

Teaching may use multisensory approaches. Support can include adapted work, classroom adaptations and targeted support. Examples include focus groups, classroom positioning, organisational aids such as task ladders and visual timetables, large print, coloured backgrounds, adapted workbooks, overlays or paper, pencil grips, seating supports, work screens and recording devices. Resources are reviewed and updated according to pupil need.

Some pupils may access targeted, time-limited small-group interventions, including English or mathematics support, fine and/or gross motor work, social skills or other provision matched to identified needs. For a small number of pupils with more complex needs, more significant curriculum adaptations may be necessary, including breaking learning into manageable steps where appropriate. ICT programmes, computers and iPads are available where required. Access arrangements for national tests follow current Department for Education guidance.

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

Where a learner is identified as having SEND, we provide support that is additional to or different from the approaches normally available through high-quality personalised teaching. We use the four-stage graduated approach: Assess, Plan, Do and Review, involving parents and pupils in assessment and review and contributing to the POP at least termly.



Assess: draw on information from parents or carers, the child where appropriate, class teachers and assessment.

Plan: identify barriers to learning, intended outcomes and support, recorded on a POP and reviewed at least termly.

Do: provide agreed support. The class teacher remains responsible for day-to-day teaching and oversees interventions outside the classroom, working closely with staff who deliver them.

Review: measure the impact of support and consider changes. Everyone involved contributes at least termly.

Support is tailored to need and may be delivered in class, in small groups or individually. Provision and impact are monitored and shared with the child and parents or carers. Some learners may require technology or modified equipment. A small number may require an EHC needs assessment to determine whether the local authority should make provision through an EHCP. Resources and extra support are assessed and provided according to individual need.

How accessible is the school environment?

The school has an Accessibility Plan available on its website. All areas of school are accessible by wheelchair. Ramps are provided, one designated accessible parking bay is available in the staff car park, and accessible toilet facilities are available in the reception area. Furniture is appropriate to the age group; classrooms have interactive whiteboards; and the school has ICT resources which may be used to support pupils with SEND. Additional resources are purchased as required.

The school works with Occupational Therapy and appropriate Lancashire SEND specialist services to support pupils with specific access requirements. Please speak to school if you have specific access queries or concerns.

Staff training and specialist services



We recognise that effective support requires staff to have the skills and knowledge to understand individual needs. Continuing Professional Development is offered to staff, records are maintained and training needs are reviewed by senior leaders. Specific training is made available where needed for individual pupils.

Teaching assistants receive training for the interventions they deliver and work with class teachers and the SENDCo to monitor impact. Staff receive regular SEND updates and support from the SENDCo and the specialist teacher in cognition and learning. The SENDCo attends cluster meetings and relevant training and shares learning with staff.

Designated staff undertake relevant first-aid training. Staff receive training for medical care required by pupils. Where a pupil requires further specialist assessment, advice or support, relevant external professionals or services may be involved, with parent/carer involvement and consent where required. These may include Lancashire SEND specialist services, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Educational Psychology and health services such as paediatrics. Specialist advice may inform assessment, adaptations, provision and reviews.

How do we evaluate the effectiveness of SEND provision?

Where a pupil has a POP, this is reviewed at least termly. For pupils with an EHC plan, progress and provision are also considered through the statutory review process. The SENDCo reports on the efficient and effective use of resources for pupils identified as having SEND, and progress is monitored through the graduated approach.

The SENDCo collects and analyses tracking data and considers this alongside SEND learning walks, professional dialogue and discussions with pupils and parents to evaluate effectiveness. The SENDCo meets the SEND Governor once per term and they jointly consider the quality and effectiveness of provision. The SENDCo produces an annual action plan as part of school development planning and updates progress termly.

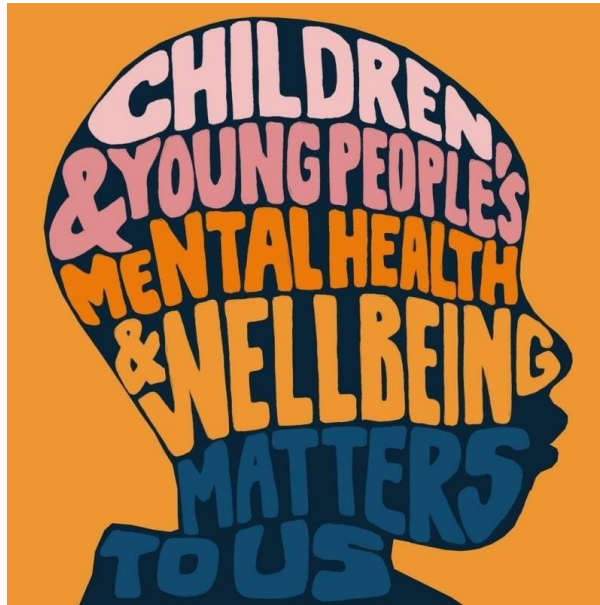
Additional provision is mapped and its costs and pupil progress are considered by senior leaders and/or the SENDCo to support effective and efficient provision.

Inclusion in activities outside the classroom, including school trips

Children with SEND are welcomed and actively encouraged to take part in trips, including residential visits, and clubs. Where appropriate, parents are consulted during planning and reasonable adaptations and adjustments are made so children can safely access and enjoy these opportunities. These may include additional staffing, extra time or amendments to activities and equipment.

Activities in and outside school are covered by risk assessment. Additional risk assessments are completed for individual children where needed, drawing on advice from appropriate agencies. School offers a variety of clubs at lunchtime and after school and aims to make these as inclusive as possible, considering each child's needs individually. The school also signposts to out-of-school childcare options operating closely with school.

Support for emotional and social development



St Mary's is a nurturing school and recognises the importance of children's emotional, social and mental health and wellbeing. Where a pupil requires further specialist assessment, advice or support, relevant external professionals or services may be involved, with parent/carer involvement and consent where required. All children have access to a worry/grumble box as an alternative way to communicate concerns. Our Christian values are central to school life.

The class teacher has an important role in pastoral and social support within the class. The school has staff with nurture training and additional staff supporting vulnerable pupils work under the Headteacher's direction. The school's policy on administering and managing medicines is available on the website. Parents/carers should contact the school office regarding prescribed medication required during the school day. Arrangements for administering medicines are managed in accordance with the school's relevant policy, with appropriately trained staff involved where required.

Working with health, social care, local authority and voluntary organisations

Mrs Davis, SENDCo, coordinates specialist SEND provision within school and supports assessment where appropriate. The school promotes a culture of sharing effective practice and expertise. The environment and teaching are adapted according to individual need, with inclusive approaches used across the class where appropriate.

We work closely with external agencies relevant to individual pupils' needs. These may include school nursing and other health services, Children and Young People's Mental Health Services, paediatrics, Speech and Language Therapy, Occupational Therapy, Physiotherapy, the Children

and Family Wellbeing Service, children's social care, Educational Psychology and appropriate Lancashire SEND specialist services.

Complaints about SEND provision

Please speak to the class teacher in the first instance. General SEND information, including the SEND Policy, is available on the school website. If the concern relates specifically to SEND provision, or remains unresolved, parents/carers can speak to the SENDCo and then the Headteacher. If the matter cannot be resolved informally, the school's formal Complaints Policy should be followed. The SEND Governor provides governance oversight and challenge rather than acting as a routine operational stage in the complaints process.

The school has a Complaints Policy available on its website. Families may also use the Lancashire SEND Local Offer and Lancashire SEND Information, Advice and Support Service (SEND IAS) for current local information, advice and support.

- Lancashire County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at: [Lancashire's Local Offer](#)
- Lancashire SEND IAS: [Information, advice and support](#)

Where can I find support services for parents and carers?

This report links with Lancashire County Council's SEND Local Offer, which brings together information, support and services available to children and young people with SEND and their families. Lancashire SEND Information, Advice and Support Service (SEND IAS) provides free, confidential and impartial information, advice and support and operates at arm's length from the local authority.

Lancashire SEND IAS telephone: 0300 123 6706.

Lancashire Local Offer: [Lancashire's SEND Local Offer](#)

Useful links

The following links were checked on 21 September 2026. The Lancashire SEND Local Offer should be used for the wider directory of current local services.

- [St Mary's school website](#)
- [St Mary's policies page](#)
- [St Mary's Accessibility Plan 2025–2028](#)
- [St Mary's Complaints Policy](#)
- [Lancashire SEND Local Offer](#)
- [Lancashire SEND IAS](#)

- [Lancashire SEND Specialist Teaching Service](#)
- [Healthy Young Minds Lancashire and South Cumbria](#)
- [Healthy Young Minds: urgent help](#)
- [British Dyslexia Association](#)
- [Neu Way Support](#)

Lancashire SEND IAS: 0300 123 6706, Monday to Friday, 9am to 5pm.

Neu Way Support: 0300 365 5030.

Urgent mental-health support: Healthy Young Minds advises calling 0800 953 0110, 24 hours a day, 7 days a week. Where there is an immediate risk to life or someone has harmed themselves, call 999.