

# **St. Mary's R.C. Primary School**

## **SEND Information Report**

### **Introduction**

At St Mary's R.C. Primary School, we are committed to providing an inclusive, supportive and nurturing environment where every child is valued and encouraged to achieve their full potential.

We recognise that some pupils may require additional support to help them access learning and participate fully in school life. We work closely with pupils, parents, carers and external agencies to ensure that all children receive the support they need to thrive academically, socially and emotionally.

This SEND Information Report explains how we identify, support and review pupils with Special Educational Needs and Disabilities (SEND) and should be read alongside the school's SEND Policy.

### **What is the SEND Information Report?**

The Children and Families Act 2014 requires schools to publish information about the provision they make for pupils with Special Educational Needs and Disabilities (SEND).

This report outlines:

- How pupils with SEND are identified.
- How support is provided and reviewed.
- How parents and pupils are involved.
- How specialist services may support pupils.
- The school's arrangements for supporting children with SEND.

### **Definition of SEND**

A child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

At St Mary's, we follow the SEND Code of Practice: 0-25 Years and are committed to providing high-quality education for all pupils.

### **Who should I contact if I have concerns about my child's progress?**

The first person to speak to is your child's class teacher. If you continue to have concerns regarding your child's progress or development, you may contact the school's SENDCo.

**SENDCo:** Miss Lois Quinn

**SEND Governor:** Mrs Pam Kornecki

**Contact can be made through the school office:**

**Telephone:** 01254 231278

**Email:** sen@st-marys-oswaldtwistle.lancs.sch.uk

### **What types of support are available for children with SEND?**

Support is personalised according to individual need and may include:

#### **Quality First Teaching**

All pupils receive high-quality teaching within the classroom. Teachers use adaptive teaching strategies, scaffolding, reasonable adjustments and differentiated resources to ensure that learning is accessible to all pupils.

#### **Targeted Support**

**Some pupils may benefit from additional support such as:**

- Small group interventions.
- Individual intervention programmes.
- Precision teaching.
- Speech and language activities.
- Social skills groups.
- Emotional wellbeing support.
- Motor skills programmes.
- Literacy and numeracy interventions.

#### **Specialist Support**

**Where appropriate, pupils may receive support from external professionals, including:**

- Educational Psychologists.
- Speech and Language Therapists.
- Occupational Therapists.
- Physiotherapists.
- Lancashire Inclusion Service.
- CAMHS.
- School Nursing Service.

#### **Education, Health and Care Plans (EHCPs)**

A small number of pupils may require highly specialised support through an Education, Health and Care Plan (EHCP). These pupils receive provision tailored to their individual needs, as outlined within their EHCP.

#### **How does the school identify children who may need additional support?**

At St Mary's, we use a graduated approach to identifying and supporting pupils who may have SEND.

**Concerns may arise as a result of:**

- Parent or carer concerns.
- Teacher observations.
- Assessment outcomes and progress data.
- Information from previous schools or settings.

- Advice from external professionals.
- Medical or health diagnoses.

Initially, teachers will implement appropriate classroom strategies and monitor progress. If concerns continue, a Cause for Concern form will be completed and discussed with the SENDCo.

A targeted intervention plan may then be implemented and reviewed after approximately six weeks to assess its impact and determine next steps.

**Following review:**

- No further action may be required.
- Further intervention may continue.
- The pupil may be identified as requiring SEND Support and added to the SEND Register.

**How will the school support my child?**

The SENDCo oversees all SEND provision across the school and works closely with class teachers, parents and external professionals.

**If a pupil requires SEND Support:**

- Provision is recorded using EduKey Provision Map.
- An individual Learning Journey is developed.
- Targets and outcomes are agreed collaboratively.
- Support is reviewed regularly.
- Progress is monitored through the Assess, Plan, Do, Review cycle.

Support is tailored to meet individual needs and may include classroom adaptations, interventions or specialist advice.

**How are parents and carers involved?**

At St Mary's, we value strong partnerships with parents and carers.

Parents are involved in all stages of the SEND process and are encouraged to contribute to discussions and decision-making regarding their child's support.

**Parents may be involved through:**

- Learning Journey reviews.
- SEND review meetings.
- Annual Reviews for pupils with EHCPs.
- Parent consultation evenings.
- Meetings with the class teacher and SENDCo.
- Regular informal communication.

Parents receive information regarding their child's progress, targets and support arrangements.

### **How are children involved?**

We believe that pupils should have a voice in decisions that affect them.

#### **Where appropriate, pupils are encouraged to:**

- Share their views.
- Discuss their strengths and areas of difficulty.
- Contribute to target setting.
- Review their progress.
- Participate in review meetings.

Their views help shape the support provided.

### **How are governors involved?**

The governing body has a statutory responsibility to ensure that appropriate provision is made for pupils with SEND.

#### **The SEND Governor works closely with the SENDCo and receives regular updates regarding:**

- SEND provision.
- Pupil outcomes.
- SEND developments.
- Statutory responsibilities.

The SENDCo provides regular reports to governors throughout the year.

### **How does the school involve external agencies?**

The school works closely with a range of external agencies where additional support or specialist advice is required.

#### **These may include:**

- Lancashire Inclusion Service.
- Educational Psychology Service.
- Speech and Language Therapy.
- Occupational Therapy.
- Physiotherapy.
- School Nursing Service.
- CAMHS.
- Children's Social Care.
- Early Help Services.
- Attendance and Inclusion Services.
- Autism Specialist Teaching Team.

Parents and carers are always consulted before referrals are made.

### **How are pupils supported during transition?**

We recognise that transitions can be challenging for some pupils and therefore provide additional support where required.

#### **This may include:**

- Additional visits.
- Transition booklets and photographs.

- Meetings with staff and families.
- Enhanced information sharing.
- Individual transition plans.
- Additional visits to secondary schools.

For pupils with EHCPs, transition planning begins early to ensure that appropriate support is in place before transfer.

### **What if my child has an Education, Health and Care Plan (EHCP)?**

Pupils with EHCPs receive provision in line with the outcomes and requirements identified within their plan.

#### **Annual Reviews are held at least once a year to:**

- Review progress.
- Consider pupil and parent views.
- Evaluate provision.
- Update outcomes where necessary.

The school works closely with Lancashire County Council and all professionals involved in supporting the child.

### **Who can support parents with independent advice?**

Lancashire SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) offers free, confidential and impartial advice to parents, carers, young people and children regarding SEND matters.

Further information can be obtained through Lancashire SENDIASS.

### **Accessibility**

St Mary's R.C. Primary School is committed to ensuring equal access and opportunities for all pupils.

#### **The school's Accessibility Plan outlines how we will:**

- Improve access to the curriculum.
- Improve the physical environment.
- Improve access to information for pupils, parents and carers.

The Accessibility Plan is available on the school website.

### **What should I do if I have a complaint?**

We aim to work closely with parents and carers to resolve concerns as quickly as possible.

#### **Parents should initially discuss concerns with:**

1. The class teacher.
2. The SENDCo.
3. The Headteacher.

If concerns remain unresolved, parents may follow the school's Complaints Policy. Information regarding mediation and disagreement resolution services is available through Lancashire County Council and Lancashire SENDIASS.

### **Further Information**

**For further information, please refer to:**

- The School SEND Policy.
- The School Accessibility Plan.
- Lancashire Local Offer.
- The SEND Code of Practice: 0-25 Years.

***These documents are available via the school website or from the school office upon request.***