St Mary's Catholic Primary school

St Mary's SEN Information Report 2026 – 2027

The Special Educational Needs and Disability Code of Practice: 0-25 years (2015) contains statutory guidance for all those who work with children and young people who have special educational needs and disabilities throughout the 0 - 25-year age range. There is a requirement for schools to publish an SEN information report which must be reviewed annually.

Throughout this information report several abbreviations will be used. Below you will find a list of what each abbreviation means:

SENCo- Special Educational Needs Co-ordinator

SLT- Senior Leadership Team

EAL – English as an Additional Language

SEN – Special Educational Needs

AEN- Additional Educational Needs

LA – Local Authority

SALT: Speech and Language Therapy

School Information

Our Mission Statement

'Living and Learning together, Shining in our Faith'

Our Vision- when supporting children with Special Educational Needs

The school is committed to valuing the individuality of all our children. We give all our children every opportunity to achieve the highest of standards. We do this by respecting and taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. The Special Educational Needs Policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and that pupils have a common curriculum experience.

St. Mary's believes that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

School context

St. Mary's is situated in Scarisbrick, a short distance from both Ormskirk and Southport. We are a small school with 65 pupils. The children are in small classes which we feel supports learning and development.

We provide a safe environment for your children to develop their skills and knowledge. Our facilities are excellent and include: large playing fields, environmental area, excellent outdoor play equipment and excellent links with the local schools and colleges.

SEN provision

Pupils with disabilities and special educational needs generally achieve in line with their peers. Each child's progress is tracked regularly and every half term individual 'Super Targets' are set. These targets are shared and reviewed with both pupils and their parents so that everybody is clear about the progress being made.

Special Educational Needs

How does our school ensure that children who need extra help are identified early?

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all children. We make this a reality through the attention we pay to the different groups of children within our school.

The Special Educational Needs Policy applies to those pupils who:

- Have learning, physical, communication, sensory and/or medical needs.
- Have or experience emotional and social needs.
- Have or experience behavioural needs which can be an underlying response to a need.

The school aims to:

- Help pupils develop their personalities, skills and abilities.
- Provide appropriate teaching which makes learning challenging, enjoyable and successful.
- Provide equality of educational opportunity.
- Engender a culture of tolerance and mutual respect where all are valued.
- Raise the aspirations of and expectations for all pupils with SEND.
- The school provides a focus on outcomes for children and not just support and provision.

Identifying Special Educational Needs

The four areas are:

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that are planned for within school. The purpose of identification is to work out what action the school needs to take. At St. Mary's School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. We consider the following which are not necessarily SEN, however, may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation)
- Attendance and Punctuality
- Health and Welfare
- English As an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

How will our school support your child?

The school will:

1. Identify and provide for pupils who have special educational needs and additional needs.

2. Work within the guidance provide in the SEND Code of Practice, 2014.

3. Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.

4. Provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy.

5. To provide support and advice for all staff working with special educational needs pupils.

6. Ensure implementation of Government and LEA inclusion recommendations.

7. Ensure any discrimination or prejudice is eradicated.

8. Identify barriers to learning and participation and provide appropriately to meet a diversity of needs.

9. Ensure all pupils have access to an appropriately differentiated curriculum.

10. Recognise, value and celebrate pupils' achievements, however small.

11. Work in partnership with parents/carers in supporting their child's education.

12. Guide and support all staff, governors and parents in inclusion issues.

How do Teachers and Teaching assistants support my child?

1. Individual Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
2. Quality First Teaching is delivered in each class; this is monitored and assessed on a termly basis. The high-Quality First Teaching which is adapted for individual pupils is the first step in responding to pupils who have or may have SEN.
3. The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
4. The school regularly meets to discuss and evaluate assessment results and progress that individual children have made. The team in consultation with SENCo and SLT decide whether to make special educational provision for any individual child. This involves the teacher and SENCo considering all of the information gathered from within the school about the individual pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
5. Additional intervention and support cannot compensate for a lack of good quality teaching. Additional intervention is planned and completed in class/ on a one to one basis outside class. Progress is monitored and evaluated.
6. For higher levels of need, the school will draw on more specialised assessments from external agencies and professionals including the SENCo.
7. The school follows the steps in applying the ASSESS – PLAN - DO – REVIEW cycle.
8. If children do not make adequate progress and they have completed / are completing all the intervention /adaptations, assessments and good quality personalised teaching and learning, then a decision will be made as to whether to place the child on the SEN register.
9. Parents, families and children are fully involved throughout the whole process.
10. The school continues to follow the steps in applying the ASSESS – PLAN – DO – REVIEW cycle.

The school team meet on a regular basis to discuss the needs of all children. If a child is highlighted as needing additional support, then they are recorded on the Additional Educational Needs (AEN) register. The SENCo, SLT (Senior Leadership Team) and class teacher will discuss the provision that will be given; the support is recorded on the school provision map and also on an individual provision map. The teacher holds the responsibility for evidencing progress according to the outcomes described in the plan. If a higher level of need is highlighted, then the school will complete assessments in school or call on the assessments of outside agencies. The school will complete the ASSESS - PLAN - DO - REVIEW cycle. If a child is placed on the SEN register, then Super Targets are completed for the child every six / eight weeks. The Super Targets clearly state the targets to be achieved by the child within an agreed timescale. They also state how and who will support the child to achieve these targets and the support that parents/ carers can give. Copies of the Super Targets are filed in the child's SEND file, and one copy is sent home for parents / carers to see. There is an opportunity (every time the Super Targets are sent home) for parents/ carers to attend an 'open hour' with the SENCo. This is an opportunity to discuss the child's targets, the provision and support.

The Super Targets are reviewed every six weeks, when a review meeting will take place with the child, parents/carers, teacher and teaching support staff. A copy of the review is placed on the child's SEND file. The review evaluations are discussed between SENCo, SLT and teachers, feeding into pupil progress

meetings. The teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

The SENCo keeps all the information on the SEN files up to date. The assessment coordinator keeps all the data on progress up to date.

The level of provision that is decided upon is based on the individual child's needs.

If our school identifies that we are unable to fully meet the needs of a pupil through our own provision arrangements (after evaluating the provision previously given and the data and progress made) then additional assessments and support from specialist agencies will be sourced.

The SENCo monitors the additional support and the coordination of work from specialist support. The child and parents/ carers are involved every step of the way and records of all communication, assessments and support are documented on the child's SEN file.

Specialist Support

At St Mary's Catholic Primary School, we work with a range of external agencies and practitioners to support the needs of every child in our care. We also provide support and guidance for families. The relationship between school, family and child is very important. We work closely with or can obtain information from:

- School Nurse
- Lancashire Inclusion Team
- Sefton Inclusion Team
- Lancashire Safeguarding Team
- Early Intervention- including Jigsaw
- Speech and Language
- Occupational therapy
- Physiotherapy
- Educational Psychologist
- CAMHs
- NSPCC
- Specialist teachers
- West Lancs Family Hub
- Lancashire Specialist Teaching services
- Specialist Inclusion Support Team

Specialist teachers from these services can monitor progress of children and work with staff in developing teaching strategies.

In school we use a range of interventions to support children, some of which are bespoke. The interventions include the IDL computer package, Hickey multi- sensory intervention package, a range of

speech and language interventions, Think Good and Feel-Good intervention, memory games and activities and a range of Reading, Maths and English support interventions.



Role of Teacher, SENCO and Governor

What is the role of the SENCo?

The SENCo in school is Mrs Preston who is also the Headteacher. Her role is to:

- Work positively with all members of the school community to promote inclusion
- Induct new staff in the school's commitment to inclusion
- Monitor and assess inclusive provision by helping the school to establish indicators to judge its effectiveness in relation to inclusion
- Monitor the inclusion policy and report annually to the Governing Body on its effectiveness
- Report annually on the efficient and effective use of resources for pupils with Special educational needs
- Work with key staff to identify barriers to learning and provide staff with support
- Share inclusive expertise with, and support the professional development of, classroom teachers and teaching assistants
- Purchase appropriate resources
- Work with key staff such as the Assessment Co-ordinator, subject leaders, faculty heads etc. to monitor pupil progress

- Analyse with key staff the recording of incidents which may relate to bullying or discrimination of pupils on the grounds of SEN
- Liaise with parents. Parents can meet with the SENCo at the half termly open hour or make an appointment to meet with the SENCo at a convenient time
- Co-ordinate cross-phase/cross school transition
- Co-ordinate external specialist provision

The SENCo is responsible for keeping governors regularly informed about inclusive provision in the school.

How are the Governors involved, and what are their responsibilities?

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At St. Mary's Catholic Primary this role is undertaken by the Special Educational Needs Governor (Mrs Molyneux) who will meet regularly with the SENCo /Head teacher.

What training have the staff supporting children with special educational needs, had or are currently having?

Individual staff training needs are identified and planned for. The training is linked to personal and professional development and children and school needs. All staff are encouraged to undertake training and development to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all pupils.

All teachers and all support staff undertake an induction on taking up a post. This includes a SEN induction with the SENCo to explain all the systems and structures that are in place around the school's SEND provision and practice. This also gives an opportunity for the staff to discuss the needs of each individual child.

How are parents involved in school life?

Parents are encouraged to become fully involved in school life.

Each week a school newsletter is produced and emailed to all parents. This details the weekly school news. Each class also send a newsletter at the beginning of the half term to all parents, detailing class news.

The school website details school news and updates. There is also a school Instagram which shares daily news and updates.

The parents have an opportunity to attend a parents' evening each term to discuss their child's progress.

Parents can join the school parents group. The group meet on a regular basis to discuss and arrange fund raising events and activities for the children.

A lot of parent's support school life by helping on a voluntary basis to support reading, art, after school clubs and fund raising events.

Working with Parents

The knowledge, views and first- hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the SENCo if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress. When a child is placed on the Special Needs Register this is discussed with the parents and support strategies are identified.

Parent View

A statement from one of our parents:

'St Mary's Catholic Primary School provides educational excellence and care meeting the immediate and long-term needs of children who need to be encouraged and supported to reach their full potential and warmth. The school supports the family unit promoting family well- being to ease the pressures of daily management. My child has gone from strength to strength having been supported by the school. A safety net to catch my child is in place which gives me added security. I feel lucky to have the assurance and knowledge that I can work with the school as an equal team member and confident in the school's ability to make decisions regarding my child when I am not around. The evidence is in the fact that my child is always smiling, happy, confident, with exceptional social skills, reaching his potential and is a good communicator. I believe that this is partly because he attends this school, who will go that extra mile to accommodate your child and family with love, care, support and understanding.'

My child's views

How will my child be able to contribute their views?

We value the importance of pupil voice. Your child can contribute their views in class discussions, individual pupil conferencing, super target reviews and 1:1 session. We have a school council with representatives from each Key Stage 2-year group. Children have an opportunity to contribute their ideas and opinions; the children have influenced several school initiatives including recently redeveloping the school play area and designing the new school PE uniform.

Pastoral, Medical and Social

What is the pastoral, medical and social support available in the school to ensure my child's overall well- being?

At St Mary's pastoral care is regarded as an essential part of our school's ethos. Pupils are encouraged to fulfil their potential and are helped to overcome any problems that they may face.

We believe that pastoral care is of crucial importance in creating an atmosphere in which children feel secure. Children should know that they are valued as individuals and are encouraged in their learning, growth and social development in a healthy and safe environment.

We aim to provide provision in school that demonstrates our continuing concern for the personal and social development of all our children and families, regardless of their age or ability, as individuals and as secure, successful and fully participating members of the school and its wider community.

All children have an opportunity to take part in a wide range of extra- curricular activities these include:

- Art and craft
- Multi-skills
- Tag Rugby
- Cross Country
- Dance
- Reading
- Cricket
- Fencing

The school will ensure that all children, including those with special needs and disabilities will be offered the opportunity to attend these activities. All children in the juniors will have the opportunity to attend a three-day residential and water skills activities.

How does the school manage the administration of medicines and personal care?

Please see the school medicine policy for further details on administration of medicines and personal care.

What support is there for behaviour, avoiding exclusion and increasing attendance?

At St. Mary's we wish to provide opportunities for every child to develop spiritually, socially and academically. To create a positive ethos in the school where learning can take place, we feel that relationships based on respect and fairness are important. We believe that good behaviour is essential to the quality of education we provide for the children. We believe that we should value every individual child. This means that we try to always encourage good behaviour.

Through the behaviour policy we hope to achieve the following aims:

- Children will learn to care for one another and appreciate the value of friendship.
- Give the children confidence in themselves and a pride in their achievement and their school.
- Foster the acquisition of self- control, responsibilities and accountability amongst pupils.
- Create a learning environment which enables the children to make choices and to learn from the consequences.

- Promote good behaviour which will allow the teacher to teach effectively and be more able to meet the needs of individual children.
- To promote equal opportunities for learning and personal development.
- To provide an opportunity for team work and collaboration between the pupils and thereby provide an appreciation of inter- dependency.

Our behaviour policy clearly states full guidance for staff, parents and children about what happens if a child's behaviour is unacceptable; a full copy of the school behaviour policy is available from school.

How accessible is the school environment?

The school has produced, in writing, accessibility plans for the school. These are reviewed regularly and new targets are set. The accessibility plans clearly highlight the targets, strategies to achieve these, the outcomes and the timeframe in which this should be achieved. The overall goals to achieve are clearly listed.

Our school environment is accessible to all through accessible parking spaces outside the school, wheelchair access and accessible toilet facilities. We have a range of specialised equipment and resources available to ensure that all children are able to fully access the curriculum. Within teaching and learning we have a range of screening assessments and tests available in school to help with the identification and assessment of children with special educational needs.

How will the school prepare and support my child when joining the school or transferring to a new school?

Transition – from class to class, across key stages and to another school – including Secondary School

Transition from class to class and across key stages are planned for. Children complete several transition days in the Summer Term to enable children to get to meet their new teacher/ new class and enable them to ask and have questions answered.

A transition plan is completed for Year 6 children moving to High School. The children complete several visits to their new school, complete lessons linked to transition and meet their new Head of Year, where they have an opportunity to ask / answer questions.

Links with Other Schools

The school understands that effective transition arrangements between schools are essential for children with special needs. Whenever possible the school will arrange transition meetings to identify the actions required before the child transfers to or from St. Mary's. If necessary, we will ensure that staff training is undertaken and if appropriate staff may visit the other school.

When Year 6 children, who have been identified as having special needs, transfer to local secondary schools, we will ensure that the school receives all relevant documentation and that we share information as openly as possible.

Contacts

Who can I contact for further information or to discuss a concern?

Should a parent or carer have a concern about the special educational needs provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCo and class teacher will meet with the parent to discuss their concerns.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head teacher. If the Head is unable to resolve the difficulty the parents' concerns should be put in writing to the SEND Governor (Mrs Molyneux). The complaints procedure is clearly outlined in the school prospectus.

SENCo - Mrs Joanne Preston 01704 880626

SEN Governor - Mrs Angela Molyneux 01704 880626

Pastoral Care - Mrs Dawn McGrath 01704 880626

Head teacher – Mrs Joanne Preston 01704 880626