



**SEND Information Report  
&  
Our Offer for SEND  
Special Educational Needs and Disabilities  
Mission Statement**

At St Mary's Catholic Primary School  
We

'Grow together in Christ'

'Live and learn in God's love'

by

Developing the potential of every individual  
by providing the best education through experience of  
our Catholic, Christian Community within which  
all members can grow in faith.

***'This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment'.***

SENCO: Seanna Reuben Sweeney  
[s.sweeney@rothwellstmarys.org.uk](mailto:s.sweeney@rothwellstmarys.org.uk)

SEND Governor: Sarah Lodge  
[s.lodge@rothwellstmarys.org.uk](mailto:s.lodge@rothwellstmarys.org.uk)





St. Mary's Catholic Primary School is a highly inclusive primary school which has high aspirations for all our children to ensure that they reach their full potential. We work in partnership with our children, parents and outside agencies to provide the best possible educational outcomes, including those with a range of additional and complex needs. Our SEND policy and procedures ensure that high quality first teaching, high expectations, early assessment and intervention and appropriate support for all our children are in place to allow all our children to succeed.

*''Considerable support is available to families. Parents report exemplary links with medical and other professionals, and with Catholic counsellors. This contributes significantly to the well-being of pupils and their families.' (OFSTED 2013)*

We work together as St Anthony's Alliance to share good practice on a regular basis and keep up-to-date with legislation and research. This ensures we fulfil our mission statement of the partnership which is...

*Jesus Christ is at the centre of the life of the Partnership. We work together to ensure that all children reach their full potential by striving to offer the highest possible standards of education. We recognise that every child is unique, created in God's image. We celebrate and nurture their individual gifts and talents. Inspired by faith, our partnership shares its achievements offering each other challenge and support, as together we follow Christ in self-giving love and service.*

### **What does SEND mean?**

SEND means Special Educational Needs and Disabilities. Children have a special need if they have a learning difficulty which calls for special educational provision to be made. This will be if the child:

Has significantly greater difficulty in learning than the majority of children of the same age.

or

Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within Local Authority area.

**Diversity is having a seat at the table, inclusion is having a voice, and belonging is having that voice be heard.**

The area of special need will be identified as either:

- **Cognition and Learning** (general or specific learning difficulties)
- **Communication and Interaction** (speech and language difficulties, autistic spectrum disorders)
- **Behaviour, Emotional and Social**
- **Physical, Sensory and Medical** (hearing, visual impairments, physical and medical difficulties)

**Parents will be consulted and notified if their children is on our SEND and Inclusion Register**

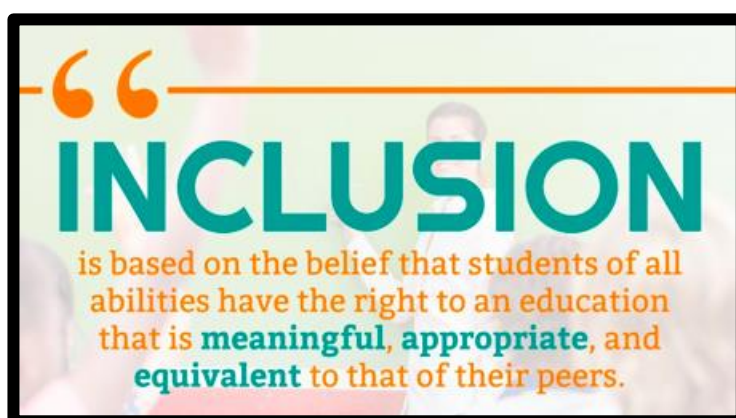
**Our current SEND Register comprises of 32 children from FS to Y6:**

SEND and Inclusion Data January 2024															
Year Group	Number of pupils			SEND Pupils (K) & EHCPs			SEND Boys	SEND Girls	EHCP	Communication	Cognition	SEMH	Sensory & Physical		
National July 2023															
	Total	Boys	Girls	No	% Class	% Cat	No	No							
FS	30	15	15	4	10.00%	9.30%	3	1		3	1				
1	30	21	9	10	33.33%	23.26%	8	2		7		4			
2	30	15	15	4	13.33%	9.30%	4			1	1	3			
3	30	20	10	3	10.00%	6.90%	3				1	2			
4	28	17	11	5	17.86%	11.63%	3	2	1 agreed	1	2	3	1		
5	30	16	14	8	26.67%	18.60%	5	3	1 agreed	4	1	3	2		
6	30	16	14	9	30.00%	20.93%	6	4	1 agreed 2 pending	3	2	6	3		
<b>ALL</b>	<b>208</b>	<b>120</b>	<b>88</b>	<b>43</b>	<b>20.67%</b>	<b>100%</b>	<b>32</b>	<b>74.42%</b>	<b>12</b>	<b>27.91%</b>	<b>5</b>	<b>19</b>	<b>8</b>	<b>21</b>	<b>6</b>
									<b>Register:</b>	11.63%	44.19%	18.60%	48.84%	13.95%	
									<b>School:</b>	2%	9%	4%	10%	3%	

**General statement**

At St. Mary's, every member of staff has a responsibility to ensure that the needs of SEND children are being met. However, all Special Educational Needs provision is overseen and managed by the Senior Leadership team (SLT) in school and is co-ordinated by our qualified Special Educational Needs Co-ordinator (SENCO) who holds the NASENCO qualification, Mrs Seanna Sweeney. There is a dedicated governor for SEND who works carefully with the SLT and SENCO within school, Sarah Lodge.

The SLT monitor, review and evaluate all special needs provision on a regular basis throughout the year and report to the school Governing Body on how individual needs are being met and how special needs funding is being spent. The SLT and SENCO use the local authority model and provide evidence as requested in order to demonstrate the effective use of special educational needs funding. Funding may be spent on additional services, emotional counselling through Catholic Care to assist with behaviour or emotional needs.



All our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriate differentiated curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resource. Clear personal provision plans (IEPs/IBPs) and Education Health Care Plans (EHCP) are put in place and reviewed regularly. A range of carefully tailored interventions are developed, reviewed and evaluated to ensure maximum progress and impact for our learners. Half termly assessments ensure that children are on track

to meet targets and planning accurately addresses needs whilst progress, targets and plans are regularly reviewed with the children and evaluated to inform next steps.

The staff in school are trained, and have worked alongside other professionals, to develop their skills, knowledge and expertise in specific areas of the SEND e.g. hearing impairment and autism. All staff are able to offer a wide range of support and strategies for inclusion.



The school works alongside and seeks support from other agencies where required to maximise learning opportunities and potential. These agencies include;

- Educational Psychology
- CAMHS
- STARS
- Catholic Care
- Local Authority Services, including DAHIT (Deaf and Hearing Impairment Team) and SEN support services – SENDIASS and SENSAP

As well as Cluster services (from the Rothwell cluster) which include;

- Speech and Language therapist (Traded service)
- Parent support workers
- TAMHS
- SilverCloud

The following school policies, available on the website, reflect the school's commitment to inclusion, safety and well-being of the children –

- SEND & Inclusion Policy
- Behaviour Policy
- Teaching and Learning
- Safeguarding/child protection
- Bullying
- Equalities
- Health and Safety
- Access
- Information Sharing
- Individual curriculum area policies set of specific inclusion strategies for each specific subject

All these policies are reviewed and updated with staff and governors in line with the schools reviewing calendar.

Assessment for children with specific needs is subject to their identified area of special need. Within school we use Progression Steps, AET progression Framework, Boxall Assessments, Bounce Together and EHCP targets to measure children's progress. This is alongside our whole school universal assessment system, Target Tracker.

### **Frequently Asked Questions**

#### ***What do I do if I think my child has special educational needs?***

Parents may contact the class teacher to discuss initial concerns, or arrange an appointment with the SENCO, Mrs Seanna Sweeney via the school office on 0113 2828182.

If school is concerned about your child they will collect information from all staff involved with them and we will also ask for your views and any information that you can provide. Parents are an important source of information; we will work actively with you and keep you fully informed about what is being done to meet your child's needs. If it is decided that your child needs further support, the class teacher will work with the SENCO to arrange this.

### **How will school support my child's learning?**

Your child's class teacher / SENCO will contact parents to bring everyone together to put together a 'One Page Profile' of the child's needs. The class teacher will then plan and deliver learning opportunities that meet the needs of your child. Your child may take part in additional intervention or may receive some individual support. Your child's teacher can provide information in detail about the specific provision and arrangements that have been put in place for your child. Your class teacher or SENCO will regularly keep in touch about the support your child is receiving.

The support we offer for our children with SEND was judged as outstanding by OFSTED at our last inspection.

*'There are no significant differences in the achievement of pupils by gender, ethnic group, or by special educational needs. This is because adults go to great lengths to ensure all pupils have equal opportunities to take part in all elements of the curriculum and that all are valued' (OFSTED 2013)*

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

At St. Mary's quality teaching enables all children to access a curriculum that is personalised at the point of learning to meet their individual needs. Your child may, where appropriate, have adjustments made in the classroom, such as the use of Assistive Technology, physical resources, sensory integration support e.g. resistance bands or work within a specific intervention where children required more specific support. If your child has complex, specific or general learning needs they may have a personalised plan which detail any special arrangements. Additional specialised resources or support may be sought after if needed. Parents will be consulted on this.

### **How accessible is the school?**

An appropriate and accessible learning environment is provided with most classrooms on one level. Two classrooms are accessed by 3 steps. However, adaptations can be made and year groups moved around in order to meet the needs of pupils. The school has counselling facilities. In addition, the school has a friendship room to allow greater access to the curriculum. Accessibility is always of prime importance when considering any building alterations. See our accessibility plan on the school website.

### **How will I know how well my child is doing and how will you help me support my child's learning?**

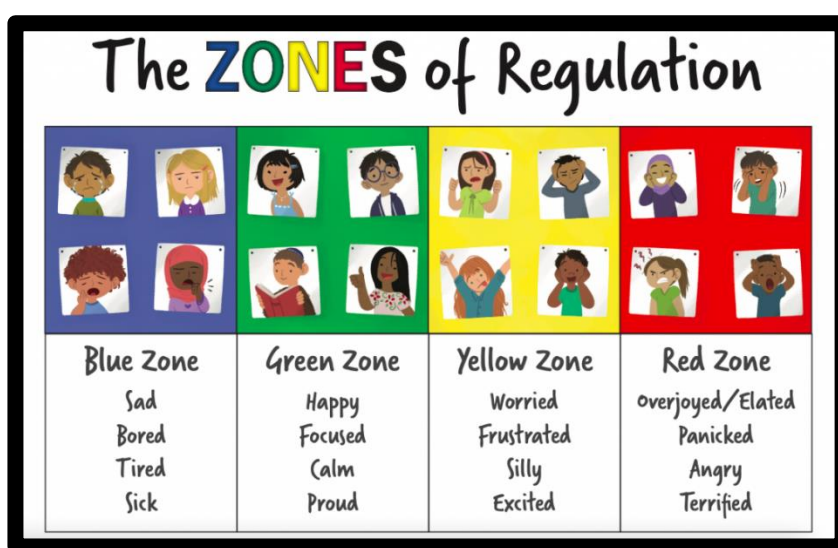
There will be termly meetings where parents are invited to discuss their child's current personalised provision and progress with the class teachers and/or SENCO as a meeting or over the phone. This will include sharing and updating of your child's One Page Profile. This may include parents' evenings and annual reports. Parents are always encouraged to request a meeting with the SENCO should concerns arise. Any child with SEND will have reviews with the SENCO and transition meetings are held with parents, teachers and support staff in preparation for any move to a new year group.

At St. Mary's we pride ourselves on our excellent home-school learning relationship. In the Foundation Stage, phonic sessions are held with parents. These sessions reinforce

classroom strategies in the home which result in excellent consolidation. Parental involvement is the key to success at St Mary's with our child centred approach.

**What support will there be for my child's overall well-being and social, emotional and behavioural development?**

At St. Mary's we pride ourselves on having a caring and supportive Catholic ethos. All our staff make sure the children have the highest levels of pastoral care possible. This support is varied but may include specific sessions designed to meet the emotional and social needs of individual children. We dedicate time to ensure that we develop supportive partnerships with Diocesan and local agencies to provide support for families who may need it. We have very close links with Local Authority services such as the Complex Needs Team, Educational Psychologists, Speech and Language Therapists. We also have excellent links with Cluster services such as Family Outreach Workers and Counselling services, including TAMHS and our own Catholic Care worker who is in school one and a half days per week. Working with parents' agreement, we will seek advice or make referrals to get the best support possible, as quickly as possible. This may be as part of an Early Help Plan or an Educational Health Care Plan.



Our nurture provision is run by our highly trained provider, Mrs Sheldon-Price (Learning Mentor). She delivers personal, social, emotional support for targeted children on an afternoon. If your child works within our Friends' Room with Mrs Sheldon-Price you will be notified and have the opportunity to meet her and see what your child has been working on.

All our staff are trained in Child Protection procedures. We also have four members of staff who are fully trained to be specially designated Child Protection Officers to ensure the safeguarding of all children. These members of staff are Miss Siobhan Leonard, Ms H MacPherson, Mrs Sheldon-Price and Mrs Sweeney.

**What services and expertise are available or accessed by the school, including staff with specific specialist knowledge/qualifications?**

St. Mary's qualified SENCO, Mrs Sweeney, will inform you of the services that might be involved in the support of your child in order to gain your consent and explain why they have been asked to give advice. Outside professionals, mentioned above, who are linked with the school will usually work with your child to gather information. This will enable them to assess your child's needs and advise the school on new and appropriate targets for your child's personalised provision plan. They will also be able to provide advice on the ways in which the school can help your child achieve the

targets that are set. Following the receipt of advice from outside agencies a copy of the report will be sent home along with an invitation for you to come and discuss it with the class teacher or SENCO. All staff supporting your child will have the appropriate training. Areas of particular expertise include an experienced qualified SENCO, one lead practitioner for Autism (Level 3 AET trained), a whole school ethos and vision of dyslexic friendly teaching, a number of TAs highly experienced with delivering Speech and Language programmes and receive training from our Speech and Language therapist, Linda Gilmour, termly. One of our TAs has specific expertise in supporting children with literacy difficulties and delivers our Alpha to Omega programme.

### ***Will my child have one-to-one support in the classroom?***

For a very small minority of children one-to-one provision may be appropriate for specific activities. What is important is that your child has an effective personal programme of teaching and learning. This might involve the provision of different learning materials or special equipment or the training and development of staff to enable the needs of your child are met. Our main aim for all children is that they are happy independent learners.

### ***How will my child be included in activities outside the classroom?***

In consultation with parents the school ensures that out of school activities and visits are accessible to *all* children. Out of classroom activities are always run by staff that work school throughout the way and therefore know the children and their needs well. One page profiles, with permission from the child, are also shared with all staff.

### ***How will school help my child to transfer to the next phase of education?***

Transition arrangements are very carefully considered by working with the child's new class teacher or new school staff. The involvement of the child and parents in these arrangements are firmly established in the excellent practice of our school. Provision is planned to ensure that children make all moves as smoothly, confidently and happily as possible.

### ***How are the school's resources/funding allocated and matched to children's needs?***

The school is funded on a national formula per pupil. Blocks of £6000 are allocated depending on the number of children who meet the criteria and who are on the school's inclusion register. The school can apply to the Local Education Authority for top-up funding based on strict criteria, if it is felt that a child's needs are above that which can be provided through the £6000 block. The school uses the additional funds to put appropriate support in place to meet the specific needs of a child, this may include additional iPads for the use of Assistive Technology, sensory resources or intervention programmes such as Toe by Toe. In most cases this will take the form of additional adult support for learning, development of independence, support for personal care etc. Spending of funding that is received into school is closely monitored by the Senior Leadership Team, the Governors and the Local Education Authority.


### ***How are parents and carers involved in the school?***

The school has an open door policy and we welcome parental involvement. The Governing Body has one parent governor who acts as a link between the school and all parents. Parents are informed regularly about teaching and other events through regular newsletters, texts and the website. The school holds information sessions to show parents our methods of teaching e.g. phonics, literacy, numeracy. Parents are invited into the school to take part in a wide variety of workshops, training, for events such as 'Good Work' assembly and collective worships, PTA evenings and also to various performances and concerts throughout the year. The views of parents are actively

sought through questionnaires, parent suggestion boxes, feedback forms, discussion etc.

For children with SEND communication between home and school is vital. One Page Profiles written together with parents and the child ensure everyone is aware of the support and has had sufficient input.

Here is an example:

Student Name: A		Pupil's Voice:	Date of Update: 14.11.19																									
<b>D.O.B.</b> XX.XX.XX 	<b>Main Information:</b> <ul style="list-style-type: none"> <li>A has been diagnosed with Dyslexia.</li> <li>Her main areas of support are: phonological awareness, spelling and attention and concentration</li> <li>A's main strengths are her comprehension, sight word reading and visual ability</li> </ul> Date for review: Spring Two	Gained over a number of weeks through discussion, drawing and talking mats <b>How you can help me:</b> <ul style="list-style-type: none"> <li>Make sure I can move around the classroom to see working walls and displays.</li> <li>Let me finish one task before starting to give instructions for the next – I find concentrating on two things hard! Please be patient whilst I remember what I want to say as I might get a bit muddled.</li> </ul> <b>I will try to:</b> <ul style="list-style-type: none"> <li>Tell teachers when I'm stuck or confused.</li> <li>Explain myself clearly.</li> <li>I will make sure new or different teachers understand my magical brain!</li> </ul>	<b>My long term desired outcome is:</b> <ul style="list-style-type: none"> <li>To travel all around the world to teach children in different language how to love and care for each other.</li> <li>I want to do this all alone with a pet poodle called Clara.</li> </ul> <b>My short term targets are:</b> <ul style="list-style-type: none"> <li>I want to be confident to do my own work on a weekend. I want to do Writing, Maths and different languages.</li> </ul>																									
<b>Successful Strategies (inc T&amp;L):</b> <ul style="list-style-type: none"> <li>Clear consistent routine</li> <li>Breaks during longer tasks such as publishing in English</li> <li>Frequent reminders about expectations for focus</li> <li>Having a written break down for a task</li> <li>Visual aids e.g. mathematical manipulatives or times table grid</li> <li>Pre reading any work with a teacher</li> <li>Talking through my work with a teacher or friend</li> </ul>		<b>What doesn't help/triggers:</b> <ul style="list-style-type: none"> <li>Longer tasks</li> <li>Too many instructions</li> <li>Not having anything written down</li> <li>Being left to work independently for a long time</li> <li>Not having someone to talk through my work with - this can be a friend</li> </ul>																										
<b>Support and interventions:</b> <ul style="list-style-type: none"> <li>As above</li> <li>Planning shared with parents to support at home</li> <li>Possible dyslexia interventions e.g. Toe by Toe to be explored at home.</li> </ul> <b>External Agencies:</b> Yorkshire Dyslexia (see full report)		<b>Attainment info:</b> <table border="1"> <thead> <tr> <th>Subject</th> <th>Working Towards</th> <th>Within</th> <th>Securely Within</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>●</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td>●</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Mathematics</td> <td>●</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Science</td> <td></td> <td></td> <td>●</td> <td></td> </tr> </tbody> </table>	Subject	Working Towards	Within	Securely Within	Above	Reading	●				Writing	●				Mathematics	●				Science			●		<b>Data Date:</b> Autumn One
Subject	Working Towards	Within	Securely Within	Above																								
Reading	●																											
Writing	●																											
Mathematics	●																											
Science			●																									

### Who can I contact for further information?

- If you are considering applying for a school place contact the school office on 0113 2828182.
- If you wish to discuss something about your child speak to your child's class teacher or contact the school office to make an appointment with the relevant member of staff.
- If you want information about other support services contact the school SENCO (Mrs Seanna Sweeney) using the e-mail [s.sweeney@rothwellstmarys.org.uk](mailto:s.sweeney@rothwellstmarys.org.uk) . If you want information about the Local Authority's Local Offer please contact the SENCO or a member of the Senior Leadership Team.
- If you would like some impartial support and advice visit the website [www.leedsparentpartnership.co.uk](http://www.leedsparentpartnership.co.uk) or call 0113 3951222 [www.leedssendiass.co.uk](http://www.leedssendiass.co.uk) or call 0113 37850280

This offer was agreed September 2019

This offer was reviewed June 2020

This offer was reviewed September 2021

This offer was reviewed October 2022

This offer was reviewed in February 2024