ST.MARY'S RC
PRIMARY SCHOOL
WE PRAY, PLAY & RESPECT ALL

**ST MARY'S RC PRIMARY SCHOOL**

# SEND Information Report 2026 – 2027

**Reviewed November 2026**

**Chair of Governors : M.Hyde** **Link SEN Governor: K. Warburton**

# Welcome to our SEND Information Report



## Dear parents and carers,

SENCO: Mrs J Feighan
Telephone: 0161 643 7594 | Email: jfeighan@st-mrc.co.uk

This report explains how St Mary's RC Primary School identifies and supports children with special educational needs and disabilities (SEND), working with children, families and other professionals.

### Our commitment

We value every child. We want all pupils to feel safe, included and respected, to enjoy learning, make progress and develop confidence, independence and the skills they need for the next stage of their lives.

### Finding out more

Read this report alongside the school's SEND policy, accessibility plan, equality information and complaints policy. You can find it on our website https://www.stmrc.co.uk/home/sen/

Please contact the school office if you need a copy in another format or help understanding it.

# The legal framework



## Children and Families Act 2014

Section 66: the governing body must use its best endeavours to secure the special educational provision called for by a pupil's SEN. Section 69: the school must prepare and publish an SEN information report.

## SEND Regulations 2014

Regulations 51–52 and Schedule 1 set out the information that must appear in the report and require publication on the school website. The report should be reviewed annually and updated when information changes.

## SEND Code of Practice: 0 to 25 years

The statutory guidance explains identification, the graduated approach, partnership with parents and pupils, SEN support and EHC plans. The published Code was last updated in September 2024.

## Equality Act 2010

The school must not unlawfully discriminate against disabled pupils and must make reasonable adjustments. It must maintain an accessibility plan covering curriculum access, the physical environment and access to information.

Other relevant duties include the Data Protection Act 2018 / UK GDPR and current safeguarding guidance, including Keeping Children Safe in Education 2026.

# Our aims and approach



## High-quality teaching

Every teacher is responsible for the progress and learning of every pupil. High-quality, inclusive teaching and appropriate adaptation are the starting point for meeting needs.

## Inclusion and participation

We believe pupils with SEND should be able to take part in learning, school life, trips and wider opportunities alongside their peers, with reasonable adjustments where needed. Ensure that children with SEN receive a broad and balanced curriculum.

All children should achieve their best, be confident individuals and live fulfilling lives.

## Partnership and progress

We listen to children and parents, identify needs as early as possible, work with relevant professionals and review whether support is making a difference.

Seek the views of our children and take them into account, we ensure staff are consulted with and have their CPD needs met.

Ensure that we provide support and intervention by following a graduated response model and provide SEN support in the form of a four part cycle of Assess, Plan, Do, and Review. We use Learning plans to map the provision for all who need it.

# Areas of need



## Communication and interaction

For example, speech, language and communication needs, and autism.

## Cognition and learning

For example, specific learning difficulties, dyslexia, dyspraxia, dyscalculia, and moderate or severe learning difficulties.

## Social, emotional and mental health

For example, anxiety, emotional regulation needs, ADHD and other social, emotional or mental health needs.

## Sensory and/or physical needs

For example, hearing or visual impairment, sensory processing differences, physical disabilities or medical needs such as epilepsy.

These broad areas help describe needs; they are not labels that define a child. A pupil may have needs in more than one area.

# Identifying needs and deciding on support



## We consider each child’s strengths, needs, development and progress. Information may come from:

### Everyday assessment

- Classwork and observations
- Progress and attainment information
- Attendance and participation
- Communication, behaviour and wellbeing
- The child’s and family’s views

### Previous information

- Transition information from nursery or a previous school
- Assessments already completed
- Relevant health or professional advice
- The child’s strengths and interests

### A careful decision

Slow progress or low attainment alone does not automatically mean a pupil has SEN. We consider whether a child has a learning difficulty or disability requiring special educational provision additional to or different from that normally available.

We will discuss concerns with parents at an early stage, explain what we have noticed, listen to family views and agree next steps. Where appropriate, we may seek advice from specialist services with the family’s knowledge.

# The graduated approach: assess, plan, do, review



## ASSESS

Understand the child's needs, strengths, progress and barriers. Draw on teacher assessment, the child's views, parents' views and specialist advice where appropriate.

## PLAN

Agree outcomes, support, who is responsible and when it will be reviewed. We use Rochdale Inclusion Toolkit to support our Ordinarily Available Provision and SEN support.

Share the plan with parents and the child in an accessible way, during parents evening or arranged meetings.

## DO

The class teacher remains responsible for the child's learning and oversees support, working with teaching assistants and specialists as appropriate.

## REVIEW

Evaluate the impact of support against agreed outcomes. Keep, adapt or change provision and agree next steps with the family.

This cycle is repeated termly; the frequency of review should reflect the child's needs and the nature of the provision.

# Working with parents and listening to pupils



## Parents and carers

We aim to:
- Talk with families when concerns arise
- Listen to parents' knowledge and concerns
- Agree outcomes and next steps together
- Explain decisions about SEN support
- Review progress and provision together
- Share assessment findings and advice

Meetings, SENCO appointments and contact with external professionals can support this partnership.

## Children and young people

We seek children's views in ways suited to their age, understanding and communication. Pupil passports, target-setting, School Council, Rights Respecting Team, GIFT team, Playmakers are possible ways to hear pupils' views.

Children should be involved in decisions about support and have their strengths, preferences and aspirations recognised.

# Supporting pupils with Education, Health and Care Plans (EHCPs)



Where a pupil has an EHCP, the school works closely with parents/carers, the pupil, the local authority and relevant professionals to ensure that the special educational provision specified in the plan is delivered.

The SENCO coordinates support alongside class teachers and other staff. Progress towards the outcomes in the EHCP is monitored throughout the year, and the school contributes to the statutory annual review process.

Where a pupil's needs change or additional support is required, the school works with families and the local authority to review the provision in place.

# Teaching, curriculum and learning environment



## We aim to remove barriers to learning and participation through inclusive teaching and appropriate adaptations.

### Teaching adaptations

- Clear explanations and instructions
- Additional processing time
- Pre-teaching key vocabulary
- Flexible grouping and targeted teaching
- Checking understanding and adapting pace

### Resources and environment

- Adapted learning materials and specialist equipment
- Seating, sensory and environmental adjustments
- ICT and alternative ways to record learning
- Sensory pathways
- The Oasis Room is our internal SEN room, supporting children across school who find the demands of the main classroom difficult.

### Curriculum and participation

- Adaptation, scaffolding and access to a broad curriculum
- Support for independence and confidence
- Planning and reasonable adjustments enable pupils with SEND to join trips and classroom activities with pupils without SEND. This may include hearing-aid support, accessible information and seating for visually impaired pupils, and individual healthcare arrangements for medical needs. We work with families and professionals to plan safe participation.

Support is selected according to individual needs rather than every child receiving every intervention.

# Teaching, curriculum and learning environment

### Communication and Interaction

- Speech Bubbles
- Social skills groups – Talkabout
- Wellcomm
- Lego Therapy
- BLANKS groups
- Colourful semantics
- In house SALT therapist
- SALT targets
- Friendship Terrace
- Visuals
- Seesaw

### Cognition and Learning

•Adapt learning activities
•Break learning into small, manageable steps.
•Adapt the level of challenge while maintaining high expectations.
•additional time to complete tasks and process information.
•Reduce the amount of written work where appropriate.
•Provide alternative ways for pupils to demonstrate their understanding.
•Use practical, hands-on learning experiences.
•Revisit and reinforce previously taught skills regularly.
•Provide pre-teaching of key vocabulary and concepts.
•Use overlearning and repetition to consolidate knowledge.
•Prioritise essential knowledge and skills.
•Use multisensory teaching approaches, including visual, auditory and kinaesthetic activities.

### Social, emotional and mental health difficulties

- Social skills groups
- Attention Autism – Bucket Time
- Personal work stations
- Caritas Councillors
- Speech Bubbles
- Lunchtime clubs
- Lego Therapy
- Emotion coaching
- ELSA
- Nurture based approach
- Boxhall Profiles
- Drama groups
- Emotional wellbeing groups for boys and girls
- Art Therapy

### Sensory and /or medical or physical needs

- Sensory pathways
- Sensory profiles
- Sensory room
- Fine motor resources
- Thera putty
- Laptops/ipads to type writing
- Writing aids eg writing slopes
- Pencil grips
- Wobble cushions
- Occupational Therapy support

# Additional support and interventions



## Learning, literacy and numeracy

Times Tables Rock Stars
Numbots
Maths Whizz
White Rose Maths CPA approach
One Minute Maths
Number Roots (starting in January 2027)
Read Write Inc. - Fast Track Phonics
Ruth Miskin – learning pathways
Chapter One Reading
Hi-Lo books
IDL
Colourful Semantics

## Communication, interaction and wellbeing

Speech and language therapy
Black Sheep
WELLCOMM
LEGO Therapy
Talk About
Language for Thinking
Speech Bubbles
Social Stories
Emotion coaching
Sensory diets
Fine-motor programmes
OT advice
Art Therapy

# Staff expertise, training and specialist advice



## School staff

Class teachers are responsible for pupils' learning and work with the SENCO, teaching assistants and specialists to plan and review support.

The SENCO has qualified with the NASENCO award.

Relevant training includes Supporting teaching and learning for neurodivergent children and young people, Sensory Processing, Speech and Language, Attachment and Trauma, Emotional Literacy, safeguarding and SEND procedures.

Staff access CPD through the Real Trust, in house training through Speech Therapists and online training resources.

## External professionals

The school may seek advice from school nursing, Speech and Language therapy, Occupational Therapy, Educational Psychology, NOTES Team (formerly RANS Team) Paediatricians, Social Communication Team,  CAMHS and Early Help.

# How we monitor whether support is working



## Pupil progress

Teachers assess learning and development over time. Progress is considered in relation to each pupil's starting points, needs and agreed outcomes, not only comparison with peers.

## Provision and teaching

Termly pupil progress meetings, termly provision-map reviews, lesson and intervention observations, work scrutiny and analysis of intervention impact can all contribute to evaluating support.

## Listening and improving

We take account of pupil and parent feedback and adjust provision where it is not having the intended impact. Where a pupil has an EHC plan, the local authority must review it at least annually, with the school contributing to the review.

# Wellbeing, medical needs and safeguarding



## Social and emotional wellbeing

Pastoral support may include a Children's Welfare Officer, CARITAS Councillors, ELSA support, wellbeing questionnaires, lunchtime or peer support, social communication groups, sensory provision and specialist advice.

All pupils should be able to raise concerns and receive appropriate support. The school's anti-bullying and behaviour policies apply to all.

## Health, care and safeguarding

Where a pupil has a medical condition, we work with parents and relevant health professionals to agree and implement an individual healthcare plan where appropriate.

Safeguarding arrangements apply to every pupil. Staff follow the school's current child protection procedures and Keeping Children Safe in Education 2026. SEND does not reduce a child's right to protection.

# Attendance, emotional wellbeing and reduced timetables



At St Mary's RC Primary School, we recognise that some children may experience significant emotional, sensory or regulation difficulties that can affect their ability to access the school environment and attend school full-time.
We are committed to providing an inclusive environment and supporting all children to access a full-time, broad and balanced education wherever possible.
We work closely with parents/carers, pupils and relevant professionals to identify barriers to attendance and participation.

Support may include reasonable adjustments to the learning environment, access to sensory provision, pastoral support, individualised learning approaches and opportunities for emotional regulation.

In exceptional circumstances, where a child is experiencing significant difficulties and appropriate support and adjustments have been considered, a temporary reduced timetable may be agreed as part of an individualised support or reintegration plan.
Where a reduced timetable is implemented:
The arrangement will be discussed and agreed with parents/carers, with the child's views considered wherever appropriate.
The reasons for the reduced timetable and the support being provided will be clearly documented.
The arrangement will have clear objectives, an agreed review date and a planned approach towards increasing attendance and returning to full-time education as soon as appropriate.
The school will continue to monitor the child's wellbeing, attendance and progress, including any safeguarding considerations.
Relevant professionals and the local authority will be involved where required, particularly where a child has an Education, Health and Care Plan (EHCP).
The school will follow current Department for Education guidance and local authority procedures.
Reduced timetables are not used as a routine response to SEND, disability or behaviour, or as a substitute for making reasonable adjustments or providing appropriate educational support.
Our aim is always to support children to feel safe, included and ready to learn, while working collaboratively with families towards full-time attendance.

# Admissions, disability and accessibility



## Admissions and equal treatment

We follow our published admissions arrangements and the Equality Act 2010, considering reasonable adjustments for disabled pupils.

Parents can contact the school about admissions and reasonable adjustments.

## Accessibility plan and facilities

We are committed to providing an inclusive and accessible environment for all pupils, including those with SEND and physical disabilities. Our school has an accessible toilet and changing facilities, a lift providing access to the upper floor, and level access to all external doorways.

We work closely with parents/carers and relevant professionals to identify individual accessibility needs and make reasonable adjustments where required, ensuring that all children can participate fully in school life.

Please go to : https://www.stmrc.co.uk/policies-2021-2022-new-under-construction/ for the school Accessibility Plan.

# Transitions and pupils with additional circumstances



## Moving between settings and phases

We work closely with partner secondary schools, receiving primary schools and relevant specialist services to support transitions. Arrangements may include visits, information-sharing, planning meetings and support tailored to individual pupils.

For pupils with EHC plans, transition planning is addressed through the statutory review process.

## Looked-after and previously looked-after children

The designated teacher for looked-after and previously looked-after children ensures that the child's education, care and SEN planning are coordinated. Where relevant, the Personal Education Plan (PEP) and SEN support or EHC plan should complement one another.

The school's designated teacher is Mrs Feighan (SENCO)

# Getting advice, raising concerns and making a complaint



## Who to speak to

For a concern about your child's learning or support, contact the class teacher first. You can also contact the SENCO or a member of the senior leadership team.

If the concern is not resolved, follow the school's formal complaints procedure. Please find the complaints policy on the school website:

https://www.stmrc.co.uk/policies-2021-2022-new-under-construction/

## Independent advice

Families can seek independent advice from Rochdale SENDIASS and the Rochdale Local Offer, as well as national organisations including IPSEA and Contact.

Rochdale SENDIASS

https://barnardossendiass.org.uk/rochdale-sendiass/

Rochdale Local Offer

https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page

## School contacts

SENCO: Mrs J Feighan
Telephone: 0161 643 7594

Children's Welfare Officer : Miss C McKenzie
Telephone: 0161 643 7594

School office email: office@st-mrc.co.uk

# Legislation and guidance used

REFERENCE

- Children and Families Act 2014, particularly sections 66–69: legislation.gov.uk/ukpga/2014/6
- Special Educational Needs and Disability Regulations 2014, regulations 49–52 and Schedule 1: legislation.gov.uk/uksi/2014/1530
- SEND Code of Practice: 0 to 25 years (published 2015; GOV.UK page updated 12 September 2024): gov.uk/government/publications/send-code-of-practice-0-to-25
- Equality Act 2010, including Schedule 10 (accessibility plans): legislation.gov.uk/ukpga/2010/15
- Keeping Children Safe in Education 2026 (in force from 1 September 2026): GOV.UK
- Mandatory qualification for SENCOs; SEND Regulations amendment effective 1 September 2024: GOV.UK and SI 2024/535
- July 2026 Working together to improve school attendance