



St. Marie's RC Primary School

SEND Information Report

SENCO: Mrs. Elizabeth Hodgson

March 2026

SENCO

- Mrs. Elizabeth Hodgson is responsible for SEND provision across the school.
- Telephone number 0161 764 3204
- Email address:
senco.stmaries@bury.gov.uk
- Mrs. Hodgson is available on Thursdays – please ring the office to arrange a meeting.

What kind of special educational needs do we provide for?

- At St. Marie's RC Primary School all children are valued as individuals and their varying needs are addressed sensitively and effectively.
- Every child receives a broad, balanced and adapted curriculum. Learning is personalised to meet all our pupil's needs. Some children will need extra help, in order to achieve their true potential and may benefit from additional support.
- We provide for all pupils including children with cognitive and learning needs, social, emotional and behavioural needs, physical and sensory needs, language and communication needs and developmental needs.

How do we identify a child with SEND and how do we assess their needs?

- Early identification of SEND is vital.
- We contact nurseries and visit any children who have been identified with SEND in the Summer term before they start Reception at St. Marie's RC Primary School.
- Parents are encouraged to speak to their child's class teacher with any concerns about their child's progress or additional needs. We take parents views very seriously and will always investigate concerns about their child.
- Early assessment of children's development when entering school in Reception identifies any gaps in children's areas of learning and early intervention is put into place.

- The progress of every child is monitored at termly pupil progress meetings with the Head Teacher. Where children are identified as not making progress, in spite of Quality First Teaching, they are discussed with the SENCO and a plan of action is agreed.
- School staff share any concerns about pupils with the school SENCO who will assess each child with the class teacher and may request the involvement of an outside agency.
- Medical, physical, communication and sensory needs, which are identified by parents, class teachers, outside agencies and our SENCO, will be addressed immediately and everyone involved will work closely together to develop a plan of action.

- School assesses children's additional needs on an individual basis. We may use one, some or all of the following methods of assessing children's needs: teacher assessment including the use of the engagement model, pre Key Stage 1 standards and Pivats where appropriate, statutory assessments, tests specific to the area of need, specialist teachers, health professionals and medical assessments, family support and TAF process.
- Children's individual needs will be met using an 'assess, plan, do, review' approach in the following procedure:
 - Quality first teaching for all pupils, access to a rich and diverse curriculum
 - Early identification of needs discussed with parents and class teacher, individual or small group support put in place
 - Class teacher, SENCO and parents work together to create Individual Education Plan (IEP) to provide small step targets of learning. This will be reviewed regularly and new targets set

- Request for additional support from healthcare and educational specialists and experts will be made (if not already in place)
- Request will be made for a statutory assessment to be carried out which will involve gathering evidence from all specialists working with an individual
- The decision to provide an Educational Healthcare Plan (EHCP) will be made by the LA SEND team outlining an individual's needs and guidance for schools on how to meet these needs

How do we involve parents and consult with them about their child's education?

- We work closely with parents to provide the best educational provision for every child.
- Each class creates a Welcome Booklet in the first few weeks of the new school year to welcome parents and children to their year group.
- Parent Evenings are held in the Autumn and Spring Terms for parents to discuss their child's progress in depth.
- Parents are provided with an End of Year Report containing details of their child's progress and learning.

- Parents of children with SEND are invited to regular meetings to discuss progress and to evaluate and update Individual Education Plans (IEPs).
- We are proud to offer parents a wide range of opportunities to share in and celebrate their child's learning such as class assemblies, active learning workshops and class projects.
- We welcome meetings with parents by appointment to discuss children's progress and any queries or concerns that parents or school may wish to discuss.
- Parents can meet with their child's class teacher or SENCO to discuss any concerns they may have.
- EYFS Stay and Play sessions.

- EYFS reading meetings
- Year 6 SATs meetings.

How do we involve and consult the children about their education?

We involve our children in making decisions about their learning in many ways including:

- Self and peer assessment
- Child initiated learning
- Child led topics
- Shared targets
- Pupil interviews
- Pupil voice

How do we assess and review the progress children make and how do we involve them and their parents?

- Teachers assess children's learning on a daily basis.
- We use Age Related statements and the online assessment portal to assess whether a child is on track to meet the expectations set for their year group. In Reception we use the EYFS statements to track progress.
- Attainment and progress is tracked closely and children not meeting age related expectations are identified early and support is put in place.

- Children with additional needs related to SEND have their own Individual Education Plan (IEP), where learning is broken down into smaller steps. These targets are reviewed termly, new targets are set by the class teacher and are shared with the child and parents.
- We use The Engagement Model and Pre Key Stage 1 standards to assess and review the progress of pupils with SEND in Key Stage 1.
- We use Cherry Garden Branch Maps for children working below Year 1 expectations. These Branch Maps allow pupil achievement to be assessed in a broader, more holistic way in order to truly celebrate the breadth of their experience and the range of their skills.

How do we support our pupils with SEND as they move on to another class / school?

Transition to/within EYFS

- There is liaison with the previous academic providers and home.
- Opportunities for new Nursery children to meet their new teachers through carrying out home visits and Stay and Play sessions.
- Opportunities for children to meet new teachers and their new peers through 'Moving Up' sessions.
- A New Intake Meeting for all Nursery and Reception parents.
- Pupil meetings between teachers to pass up information.

Transition to/within Key Stages

- Opportunities for children to meet new teachers and their new peers through 'Moving Up Morning'.
- Pupil meetings between teachers to pass up information.

Transition to High School

- Consideration within the Year 5 annual review for children with EHC Plans about forthcoming transition.
- Primary SENCO meeting with the high school SENCO.
- High school SENCO meets with Year 6 teacher and the child.
- Children visit the high school before they leave Year 6, and for some children an 'Enhanced Transition' is put in place in addition to this.
- Pupil / SEND information is passed onto the high school.
- Year 6 children complete their own 'Passports' for moving onto high school.

What is our approach to teaching children with SEND?

- All our children are taught with careful consideration to their individual needs.
- Children with SEND will receive additional teaching input to meet their specific needs in class, in small groups or on a 1-1 basis.
- IEP targets are set and reviewed regularly to ensure learning moves on at a rapid pace.
- Termly provision mapping ensures children requiring additional support have all their needs provided for.

How do we adapt the curriculum and the learning environment for children with SEND?

- Our curriculum is bespoke, designed by us and is carefully planned to ensure children with SEND are fully included in all aspects of learning experiences.
- Lessons, resources and equipment are adapted to meet individual needs.
- SEND pupils are provided with additional opportunities to practise their skills, knowledge and learning.
- Our learning environment provides opportunities for all our pupils to develop a range of effective skills.
- Audits are carried out whenever necessary to ensure our learning environment meets the individual needs of our pupils.

- Specialist equipment is provided wherever necessary for pupils with additional needs.
- Use of outside agency reports and recommendations.

How are staff trained and kept up to date? If we need more expert help and advice, what do we do?

- Staff are kept up to date with SEND information through regular meetings, whole school training and individual training specific to our pupils.
- Training needs are met through support from school SENCO, whole school training sessions and external providers.
- If a staff member needs particular training in a certain area, then the SENCO will research this and find training available.
- Good links with other schools in the area e.g. Unsworth, Millwood.

- Our staff attend training to support groups of children, develop whole school approaches to supporting SEND pupils and to develop their understanding of individual pupils' needs and strategies to support them.
- We have access to a wide range of trusted education and healthcare experts to provide specialist advice and support specific to each individual child's needs.
- We have memberships to trusted training providers e.g. STOC, National College, Historical Association, Geographical Association etc.
- Pupils requiring expert advice are assessed on an individual basis to ascertain the level and area of expertise needed.
- SENCO attendance at Learning Performance Network (LPN).

How do we know if what we provide for the children is effective?

- We constantly monitor and evaluate the effectiveness of provision for all our children.
- Effective provision can be seen when children are making good progress with individually set targets and are able to fully access all areas of learning at their own level.
- Children with an EHC Plan will have annual review meetings where pupil's, parents and school work closely together to evaluate progress and provision and plan further steps.
- SENCO and class teachers have regular IEP Review meetings, so children's targets can be reviewed and updated.

How are children with SEND enabled to take part in all the activities available at school?

- All our pupils are enabled to take part in all the activities we provide.
- In line with The Equality for Human Rights Act 2010 we ensure we make reasonable adjustments so all our pupils, including those with SEND, can access all the opportunities available at school.

How do we support children with emotional and behavioural difficulties?

- Our Positive Relationships and Behaviour Policy and classroom practice promotes positive reinforcement and praise.
- Children requiring additional support with emotional and behavioural development are assessed on an individual basis and provision is put in place to meet their particular needs.
- Children will have small targets to support them in their emotional and behavioural development on their IEP or EHCP.
- We work closely with parents and families to ensure all needs are met.

- We seek support from specialists to provide advice and strategies, to deliver training and to carry out assessments wherever necessary.
- We use services, such as Caritas and Bury Outreach Team where appropriate.
- Staff are trained in this area e.g. Rainbows, Trauma Informed School training, Hamish & Milo.

How do we deal with bullying and make sure children with SEND can tell us if they have a problem?

- All our children are taught to understand what bullying is, how to recognise it and that it is never acceptable behaviour and will be dealt with and resolved immediately.
- All our children are taught to follow the school procedure of speaking to a trusted adult if they have any concerns or are worried about something that has happened to themselves or to a friend.
- We are an inclusive school and pupils are taught to respect each other and celebrate our differences.

- We recognise that pupils with SEND may be more vulnerable to bullying and our pupils are given additional support to identify unacceptable behaviour and what to do if they are worried.
- Further information on how the school deals with bullying can be found in our anti bullying policy on our website.

How do we involve and work with other professionals such as LA support services and other organisations to meet the needs of our children?

- We work closely with a wide range of experts and professionals to meet the needs of our pupils and are committed to finding the right help for our children.
- Parents are involved in any referrals we make to ensure all the child's needs are identified and supported.
- We make referrals to local authority support services who will assess the needs of the pupils and will work with individuals either in school, at home or at healthcare or other educational settings.

- We also use allocated funding to employ professionals to support the varying and sometimes very specific needs of our SEND pupils. These specialists will come into school and will assess pupils on an individual basis. They will provide advice, strategies, training and reports wherever necessary.

What arrangements do we make for supporting children who have SEND and are in the care of the local authority?

- Children with SEND who are in care of the local authority are supported in school in the same way as any of our children with SEND.
- In addition to this school meet termly with carers, social services and any other agencies involved in the care of our looked after children to review Personal Education Plan (PEP) targets and discuss allocation of additional funding to further support looked after pupils in school and at home.

What should I do if I have a concern or complaint about the provision for my child?

We aim to resolve any concerns or complaints quickly.

If you do have a concern or complaint:

- Initially speak to your child's class teacher to discuss any concerns
- If you feel your concerns need further consideration please contact the SENCO, Mrs. Hodgson or the Head Teacher, Mr. McRae

Where can I find information about the **LA's Local Offer?**

You will find the following documents and links on our website:

- School's SEND Policy
- School's Local Offer
- School's Accessibility Plan
- Bury Local Authority Local Offer

You may also find the following links useful:

<https://www.bury.gov.uk/social-care-and-support/child-care-and-support/children-with-disabilities/bury-send-local-offer>

<https://www.bdadyslexia.org.uk/>

<http://www.baps-online.com/>

<http://adhdnorthwest.org.uk/>

<http://www.ican.org.uk/>

<http://www.actionasd.org.uk/>

<http://www.youngminds.org.uk/>

<http://www.youngpilepsy.org.uk/>

<https://www.ndcs.org.uk/>

<http://www.aspergerfoundation.org.uk/>

<http://www.nspcc.org.uk>

<http://www.healthyyoungmindsisc.co.uk>

<http://www.socialworkerstoolbox.com>