

St Maria Goretti Catholic Primary School

Mater Ecclesiae Catholic Multi Academy Trust



Mission Statement

We celebrate Jesus' life and love for everyone.
We all work together to do our best to shine with
God's love, pride and success in a happy,
peaceful place where everyone tries to be kind,
helpful and caring.

SEND Information Report

Written by:	Date reviewed:	Date for next review:
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SEN Information Report 2026 - 2027

Welcome to our Special Educational Needs (SEN) information report. At St. Maria Goretti Catholic Primary School, we support pupils across the four areas of need as laid out in the SEND Code of Practice 2014. The four areas are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

If you would like to speak to a member of staff about SEN, please contact one of the following:

- Suzanne Drummond (SENCO) sdrummond@stmariagoretti.mecmat.org
- Amanda Rich (Head Teacher) head@stmariagoretti.mecmat.org
- Sue Hurst (SEN Governor)

1. What Special Educational Needs provision do we provide for?

St Maria Goretti Primary School is a 30 children entry, mainstream catholic school. We have provision primarily to meet the needs of all pupils, including those with (but not limited to):

- Social, Emotional and Mental Health issues (SEMH),
- Attention Deficit Hyperactivity Disorder (ADHD),
- Specific Learning Difficulties (SpLD),
- Autistic Spectrum Conditions (ASC),
- Speech, Language and Communication Difficulties (SLCN) and,
- Moderate Learning Difficulties (MLD).

2. What is the school's policy for the identification and assessment of pupils with SEN?

The SEND Code of Practice (2014) defines a child or young person as having a learning difficulty or disability, if they have:

- '*a significantly greater difficulty in learning than the majority of others of the same age*' or;
- '*a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools*'.

Therefore, when the Senior Leadership Team (including the SENCO) and Class Teachers discuss the children at Pupil Progress meetings, this criterion is used to identify children with a SEN. Parents can also raise concerns about their child with the class teacher or the SENCO, who will

then have a discussion with the relevant agencies (if appropriate) and inform the parents of the outcome.

Children may have a special educational need at different times in their school life and there may be lots of reasons why this can occur e.g. absences from school, an illness or a change in school setting. For those children who are identified as having a SEND, additional or different provision will be provided alongside the normal differentiated curriculum, which will intend to overcome the barrier(s) to learning.

Each child with a SEN will have an Individual Education Plan (IEP) that includes teacher set targets/PIVAT targets and/or targets from a child's EHC plan. The child will then have the opportunity to work on their IEP targets possibly in small groups or on a 1:1 basis. The frequency will be stated on each plan. At the end of each half term: each IEP is evaluated; and parents are informed of the progress made.

All children are formally assessed each term and those with SEN are no different. However, for those children who are working below Key Stage standards they will be assessed using the Pre-Key Stage standards. Alternatively, if they are working below the level of the national curriculum and not engaged in subject-specific study, they will be assessed against the Engagement Model. Attainment and progress for children with SEN, will be recorded on an SEN register by the SENCO. The SENCO will then identify areas of strength and weakness to determine where appropriate support and training is needed.

If a child requires more support than is available, an Education, Health and Care (EHC) plan request can be made. More information on this can be found at: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/>

3. What is the school's policy for making provision for pupils with SEN?

If a pupil is identified as having a SEN, we will provide support that is additional to or different from the differentiated approaches, and learning arrangements, normally provided as part of high-quality teaching.

Every term, the SENCO corresponds the areas of need with the provision that is currently being provided. A whole school provision map is then devised to ensure enough support is being provided for pupils with SEN. At St. Maria Goretti Catholic Primary School, any child identified as having a SEN will be given an Individual Education Plan (IEP) every half term. The SENCO or class teacher will meet with parents and child every half term, to ensure there is a common agreement on the targets that have been

set. We always aim to make targets SMART (Specific Measurable Achievable Relevant Time-bound).

The pastoral team provide interventions for those children who have a Social, Emotional or Mental Health need, to support them with overcoming their barriers to learning. Some children will also have support from outside agencies, such as Barnados and Child Action North West.

Within class, teachers will use various strategies to adapt access to the curriculum. Our Quality First Teaching (QFT) promise includes:

- Differentiation
- Flexible Routines
- Modelling e.g. language and positive relationships
- Visual timetables
- I-pads, laptops, or other alternative recording devices
- Positive relationships policy (please see website for further details)
- Practical apparatus and resources
- Independence e.g. responsibilities
- Outdoor learning
- Multi-sensory learning
- Writing Frames

If a child requires a more specific action or intervention that the school does not currently provide, the SENCO will be responsible for sourcing and introducing such provision or will apply for an Education, Health Care Plan (EHCP).

4. How does the school evaluate the effectiveness of its provision for pupils with SEN?

At St. Maria Goretti Catholic Primary School, we operate an assess, plan, do and review policy with the children who are on the SEND register. The Code of Practice (2014) refers to this as the graduated approach. Every half term, we assess all learning, interventions and Individual Education Plans (IEPs) to monitor progress and impact upon a child's learning. We create new IEPs and plan relevant interventions, which we then 'review'.

All IEPs are discussed with the pupil and then the parents, who are invited to a meeting regarding their child's needs.

The SENCO reports to the governors on a termly basis. The whole school provision map is reviewed and adapted accordingly to accommodate any changes needed.

5. What is the school's arrangements for assessing and reviewing the progress of pupils with SEN?

At St. Maria Goretti Catholic Primary School, we operate an assess, plan, do and review policy with the children who are on the SEND register. The Code of Practice (2014) refers to this as the graduated approach. Every half term, we assess all interventions, learning and Individual Education Plans (IEPs) to monitor progress and impact upon a child's learning. This information is collated by the SENCO and reviewed.

Once IEPs have been evaluated using a RAG rating system, and new ones written, they are discussed with the pupil. Then, parents are invited to a meeting to discuss the IEPs and their child's progress.

Pupil progress meetings are held termly with the Senior Leadership Team. Progress of those with SEN is discussed and what can be implemented to further support their progress.

The SENCO will regularly review training that is needed to support a child's progress and will be responsible for organising such training for all members of staff.

6. What is the school's approach to teaching pupils with SEN?

At St. Maria Goretti Catholic Primary School we are committed to quality education encouraging each pupil to develop his or her potential in a caring, friendly and secure environment. We aim to instill confidence in our children so they can overcome their barriers to learning and enjoy their time as part of our school family. We hope to raise the aspirations and expectations of all our pupils with SEND so that there are equal opportunities for them to be the best that they can be. Governors are committed to ensuring that no pupil will be disadvantaged in having access to relevant experiential learning opportunities.

Within class, teachers will use various strategies to adapt access to the curriculum depending on the needs of the child.

For a child with an Education, Health and Care Plan (EHCP), the curriculum is tailored to their needs with support of the SENCO, Class Teacher and Learning Support Assistant (LSA), if required. The pupil will work upon their targets and the national curriculum objectives for their ability and needs, within the classroom environment alongside their peers. There will be occasions where time spent outside of the classroom is more appropriate for their learning.

7. How does the school adapt the curriculum and learning environment for pupils with SEN?

If a child is identified as having a SEN, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high-quality teaching. The support is recorded on a provision map, which describes the interventions and actions that we undertake to support learners with SEND across the year groups. All interventions are monitored and assessed for their impact on a child's learning by the Class Teacher, SENCO and the Senior Leadership Team.

For a child with an Education, Health and Care Plan (EHCP), the curriculum is tailored to their needs with support of the SENCO, Class Teacher and Learning Support Assistant (LSA), if required. The pupil will work upon their targets and the national curriculum objectives for their ability, within the classroom environment alongside their peers. There will be occasions where time spent outside of the classroom is more appropriate for their learning e.g. social and emotional interventions such as Lego Therapy or Talk About.

The school comprises of two buildings. To ensure access for pupils and parents with disabilities, both buildings and the outdoor areas have doors wide enough and suitable to accommodate a wheelchair. The main car parking for all stake holders is situated directly outside the front entrance of the building. A disabled toilet is available near the school office.

8. What additional support for learning is available for pupils with SEN?

At St. Maria Goretti Catholic Primary School, we provide a variety of interventions throughout the different year groups including:

- Dyslexia Support Strategies
- Sensory Circuits
- A Sensory room
- SALT programmes
- IDL
- Toe by Toe
- Reading Plus
- Colourful Semantics
- Precision teaching
- Curriculum based groups e.g. reading, writing and maths
- Fine or Gross motor skill interventions

All interventions are monitored and assessed for their impact on a pupil's learning by the Class Teacher, SENCO and the Senior Leadership Team. The school also works in close contact with the following, to offer additional support for those pupils with SEND:

- Lancashire SEND traded services
- Speech and Language Therapy
- School nurse
- Physiotherapy
- Educational Psychologists
- CAMHS
- Children, Family and Well-being services (CFW)
- Local children's centres
- Other schools in the area e.g. Golden Hill and Acorns
- Lancashire Family Hubs Network

The SENCO regularly attends Continued Professional Development opportunities and SEN cluster meetings so that any new initiatives regarding SEND can be implemented successfully to support pupils further.

9. How does the school enable pupils with SEN engage in activities together with children who do not have a SEN?

At St. Maria Goretti Catholic Primary School, we teach your child the national curriculum, regardless of their challenges. All pupils have equal opportunities to take a full and active role within school and this gives them a range of experiences. Governors are committed to ensuring that no pupil will be disadvantaged in having access to relevant experiential learning opportunities.

Because everyone is treated equally, children with SEND are taught in the classroom alongside their peers as much as possible and have the opportunity to work with them in a variety of ways e.g. group work to conduct investigations in science or paired work to complete a task.

10. What support is available for improving emotional, mental and social development of pupils with SEN?

At St. Maria Goretti Catholic Primary School, we are fortunate to have a Family Support Worker and a Learning Mentor who support children and their families, with their emotional, mental and social development. They provide provision, such as:

- Nurture groups
- Social and emotional interventions
- Lunchtime and playtime support
- Access to external agencies and professionals
- Drop-in sessions
- 1:1 direct work

All provision is allocated based on the needs of the children and families.

11. What expertise and training do staff have and how is specialist expertise secured?

All our teachers are qualified and are given opportunities for professional development. The SENCO is responsible for organising relevant training and support for all staff. A record of all SEND related professional development is kept by the SENCO.

The SENCO is qualified with a National SENCO award and regularly attends SEN cluster meetings for continual professional development.

If there is a child joining our school family, who has needs that we have not previously supported, then the SENCO and Head Teacher would decide what resources or training would be needed to support the child.

The school also works in close contact with the following, to offer additional support for those pupils with SEND:

- Lancashire SEND traded services
- Speech and Language Therapy
- School nurse
- Physiotherapy
- Educational Psychologists
- CAMHS
- Lancashire Ethnic Minority/Gypsy, Roma & Traveller Achievement Service
- Children, Family and Well-being services (CFW)
- Lancashire Family Hub Network
- Lancashire EAL Service

12. How are facilities and equipment secured for those with SEN?

The school budget, received from Lancashire County Council, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for SEND in consultation with the school governors on the basis of needs in the school.

The Head Teacher and SENCO discuss all the information they have about SEND in school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected.

Once the school has identified the needs of all pupils, the SENCO, Head Teacher and SLT, together with the Class Teacher during pupil progress meetings, decide what resources/support/ training is needed. The provision is recorded in the child's individual education support plan. The SENCO is then responsible for ensuring adequate provision is provided and is evaluated on a termly basis.

All interventions are monitored and assessed for their impact on a child's learning by the Class Teacher and the Senior Leadership Team.

13. How are parents/ carers consulted and involved in their child's education?

Parent evenings are held each term for discussing each child's progress with the class teacher and the SENCO is available to discuss concerns about each child in Termly Drop In Sessions. Parents can request additional meetings/phone calls by sending a message over Class Dojo, or ringing the school office to organise a meeting. If parents wish to speak to the SENCO at times other than the Drop-in sessions, they can call the school office, send a Dojo message or send an email.

At the end of every half term, if your child has a SEND, you will receive an evaluated IEP, which will show the progress your child has made on their individual targets. You will also receive a new IEP with suggested new targets for the coming term. You can arrange a meeting to discuss the IEP with the SENCO and or Class Teacher if needed and if there are worries or concerns you may have about your child's learning.

Parents of a child with an Education, Health and Care Plan (EHCP), will be invited to attend an annual review of their child's needs. During this process, all services that are involved with the child are invited to attend, alongside the school's SENCO, the child's Class Teacher and the child. During the review, objectives set out on the EHCP are evaluated and new targets set. The annual review will be arranged around the parents' availability.

All parents are invited into school on open days, assemblies and special curriculum days so that they can be involved in their child's education. As a school, we also send regular newsletters with important information about what is happening in school. We also send home on a termly basis

what each child will be learning in topic, science and computing. More information can be found on the school's website.

14. How are young people consulted and involved in their education?

At St. Maria Goretti's, we feel it is very important for the child to have their opinion about their education, that is why we aim to have a person-centred approach to SEND.

For those with a SEND, we discuss their IEP targets with them on a termly basis in an age/development appropriate way. We discuss how much progress they believe they have made on their Targets. We also discuss their teacher's feedback and their new suggested targets. Children are encouraged to sign their IEP to show that they have seen it.

Children with an Education, Health and Care Plan (EHCP) will have an annual review of their needs. During this process, all services that are involved with the child are invited to attend a review meeting alongside the school's SENCO, the child's Class Teacher and the child's parents. During the review, objectives set out on the EHCP are evaluated and new targets set. The child is also invited to the review, age/development dependent, which aims to celebrate success, look forward to the year ahead and address any issues raised by any of the participants. The SENCO will also complete a child view form with each EHCP child in advance of the review so they have had a chance to contribute to the process.

15. How can I make a complaint?

In the first instance we would encourage you to contact your child's teacher. If you still have concerns, then please contact the SENCO – Suzanne Drummond. In the unlikely event that your concern is not resolved, then please contact the Head Teacher, Mrs Rich or the SENCO governor – Sue Hurst.

Please check the school website for further information regarding our complaints policy.

16. How does the governing body involve other agencies?

The governing body supports the involvement of other agencies. The SENCO reports to the governing body on which agencies have been used.

The SENCO regularly attends cluster meetings with other SENCO's in the local area and works closely with:

- Lancashire Emotional Health Service to support children with social, emotional and mental health needs.
- Special Educational Needs and Disability Service (SEND traded services) – If your child needs extra specialist teacher support or there needs to be a consultation with an educational psychologist.
- School Nurse
- Other outside agencies such as: Barnados, young carers, CAMHS.
- Speech and Language Therapy (SALT) come into school on a regular basis to work with Teaching Assistants and children with speech and language problems.

17. Where can I find the contact details of support services?

You can find contact details of support services on the school website or from the Lancashire SEND Partnership website <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/lancashire-send-partnership/>

The Inclusion Service (previously the Special Educational Needs and Disabilities or SEND Service) advises and supports parents, carers, families, and professionals with the additional needs of children and young people. They can be contacted on:

Tel: 01524 581 200

Email: Inclusion.South@lancashire.gov.uk

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/inclusion-service/>

You can also get information, advice and support around special educational needs and disabilities (SEND) from the Information, Advice and Support (IAS) Team. Please visit <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/>

18. How does the school support pupils with special educational needs transferring between phases of education?

At St. Maria Goretti's, we have a transition morning in the Summer term where all children 'move up' to their next classroom and teacher. This

gives the children the opportunity to experience what it is like in the next year group and to ask their new teacher questions. For pupils with SEN, more visits can be catered for and work with the class teachers can be completed to ease any anxieties. Appropriate support can be tailored to the child's needs.

In the Summer term, all teachers pass relevant information onto the next teacher as part of a transition meeting. The SENCO will also update the SEN register and inform the new Class Teachers of any SEN children and their needs.

When children move into Reception class, home visits may be conducted with the Class Teacher and SENCO to meet the children and to identify needs that may require extra support in school. Children with SEN may be invited to visit school in the Summer term with parents.

As a school, we work closely with our local secondary schools. The Year 6 teachers or the SENCO will communicate to the child's new school any relevant SEN information. They may organise extra sessions to visit the school. Further support for those with SEND is planned for according to the child's needs.

If a child leaves our school in a different year group, the current Class Teacher/SENCo will communicate with and pass on any relevant SEN information to the next school/teacher to make the transition as smooth as possible. The SENCO will contact the new school's SENCO, if the child has an EHCP.

19. Where can I find the local authority's Local Offer?

You find and access information regarding SEND provision and the Lancashire County Council's Local Offer at: www.lancashire.gov.uk/SEND