

SEND Information Report

St Mary's Catholic Primary
School

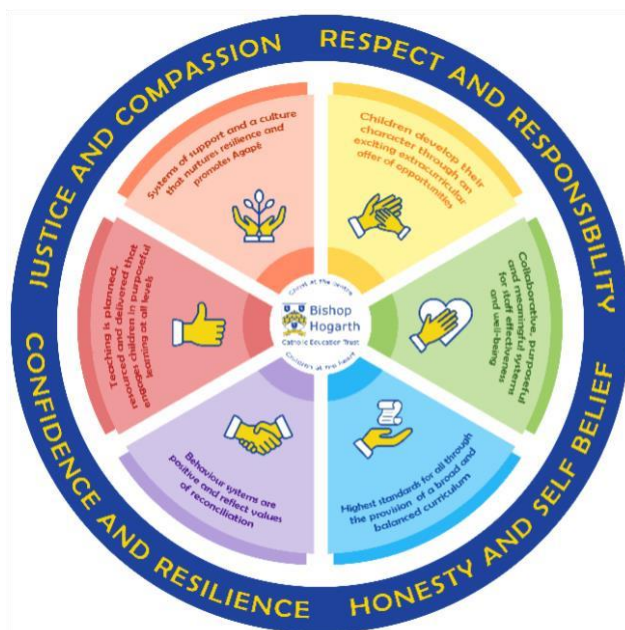


As part of the family of Bishop Hogarth Catholic Education Trust, our school has at its core, the virtues, and values of:

Respect for others and themselves, recognising that we are all created in the image of God and therefore must be **compassionate** towards others, especially the vulnerable. **Confidence** in their own abilities, knowing that their talents are gifts from God and **resilience** to persevere when things become difficult.

Honesty in regard to the world around them and themselves and the ability to take **responsibility** for the times we may fall short of the mark.

Gratitude for all the amazing gifts from God and **willingness** to share their gifts both personal and material.



As an inclusive school, all teachers are teachers of pupils with Special Educational Needs & Disabilities. We deliver a curriculum and create an environment that meets the needs of every pupil within our school. We ensure that every pupil with Special Educational Needs and / or disabilities makes the best progress possible. We foster and promote effective working partnerships with parents / carers, pupils, and outside agencies. We consider the 'whole' child and strive to ensure that all our SEND pupils are prepared for adulthood.

Approved on	June/July 2025
Next Review	June/July 2026

Our school's approach to supporting pupils with SEND

- St. Mary's is committed to supporting the needs of pupils with Special Educational Needs and/or Disabilities.
- We do our very best to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.
- St. Mary's is committed to being an inclusive school, with adaptations made to the curriculum and provision to meet the needs of pupils with Special Educational Needs and/or Disabilities. Commitment
- We are committed to keeping all children, including those with Special Educational Needs and/or Disabilities (SEND), safe from bullying or any kind of discrimination.

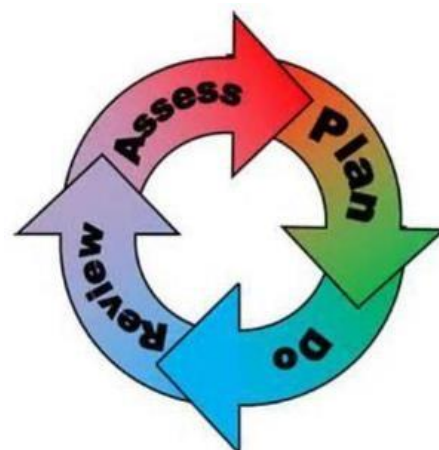
Our anti-bullying policy may be seen at [Policies | St Mary's Catholic Primary School, Durham \(bhcet.org.uk\)](https://www.bhcet.org.uk/policies)

How will the school staff support my child?

The graduated response-Identifying, planning for and supporting pupils with SEND

Where a pupil is identified as having a special educational need, School will follow a graduated approach which takes the form of cycles of 'Assess, Plan, Do, Review'.

- **Assess** a child's special educational need.
- **Plan** the provision to meet your child's aspirations and agreed outcomes.
- **Do** put the provision in place to meet those outcomes.
- **Review** the support and progress.



How does the school know if children need extra help and what do I do if I think my child has special educational needs?

1. Assess

- **Identification** – After a discussion with yourself, your child may be identified as having a Special Educational Need and/or a disability if they have significantly greater difficulty in learning, communication, emotional regulation than the majority of children of the same age or if they have a disability preventing or hindering the use of educational facilities.
- In the first instance, we will involve you and your child in exploring possible barriers to learning together. We will then draw up a Short Note Support Plan and your child will be placed on a 'monitor' register.
- Progress data scrutiny and termly profile and Short Note/SEN Support Plan reviews with parents / carers help us to accurately gauge the impact of our support. Your child may not need to go onto the SEND register if the ordinarily available provision provided is meeting your child's needs.
- With your permission, special assessments may also be carried out and input may also be requested from specialist services.

2. Plan

All teachers are teachers of students with SEND. All teachers and support staff will be made aware of the pupil's needs, the support provided and any strategies needed. This information will be recorded and shared with staff, highlighting when any changes may occur throughout the academic year. This information provides our staff with suitable strategies and approaches to help them to meet a wide range of learning needs. Teaching Assistants (TAs) are deployed where they can best serve pupils' needs in close collaboration with teachers. The SENDCo and Head Teacher oversee this deployment of staff. Our procedures are in line with the **SEND Code of Practice (2014)**. Where it is decided to provide a pupil with SEND support, parents and the pupil will be informed. The pupil will have a SEN support plan put in place, with clear strategies and support based on their individual needs. Where a pupil fails to make adequate progress, despite additional intervention, we seek advice from relevant outside professionals. These include, but are not exclusive of Educational Psychologist, Hearing/Visual Impaired Team, Occupational Therapy, Child and Adolescent Mental Health Service (CAMHS), Early Help and LA outreach services provided via the Local Authority's SEND team. These professionals may need to carry out their own assessments and observations. This is done with full consent from parents/carers. Information about a pupil's SEND is securely shared with staff via Bromcom and Microsoft Teams, with which all staff are familiar. We try to discuss specific concerns with pupils and parents to provide support tailored to individual needs and requirements. We modify teaching and learning approaches and the environment to facilitate access for all pupils. We happily comply with expectations set within equality and disability law. For more information, please refer to the **Equality Act 2010**.

- If it is decided that a child's needs require more detailed scrutiny and intervention, then a SEND support plan is implemented to monitor progress.
- St Mary's follows the graduated approach to assessment, planning and review of provision recommended by the Code of Practice. Full details are set out in our SEN Policy, covering entry/exit point criteria and timeframes.
- Durham Council has a range of statutory duties to assess and support children with SEND; details of these services may be found at:-
- <https://www.durham.gov.uk/article/3722/About-the-Local-Offer-in-County-Durham>
- In rare cases, we may apply to the LA for an Education, Health, and Care Plan (EHCP) to be considered as part of the assessment process. These Plans are used when a child's needs are more substantial, persistent, complex, and likely to require input from a range of outside agencies. This will often include input from social care and/or paediatric health services. The LA makes decisions about whether to formally assess and about whether or not to put a Plan in place. You and (importantly) your child's views, along with school-based evidence, will always form an important part of this type of assessment.

3. Do

Our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class.

Daily planning considers individual children's needs and requirements and is adapted according to need. Explicit reference is made in the teacher's planning to the needs of those children identified with SEND. Adaptive teaching is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning.

Grouping arrangements consider the different skills and abilities of each child. This ensures that learning is maximised.

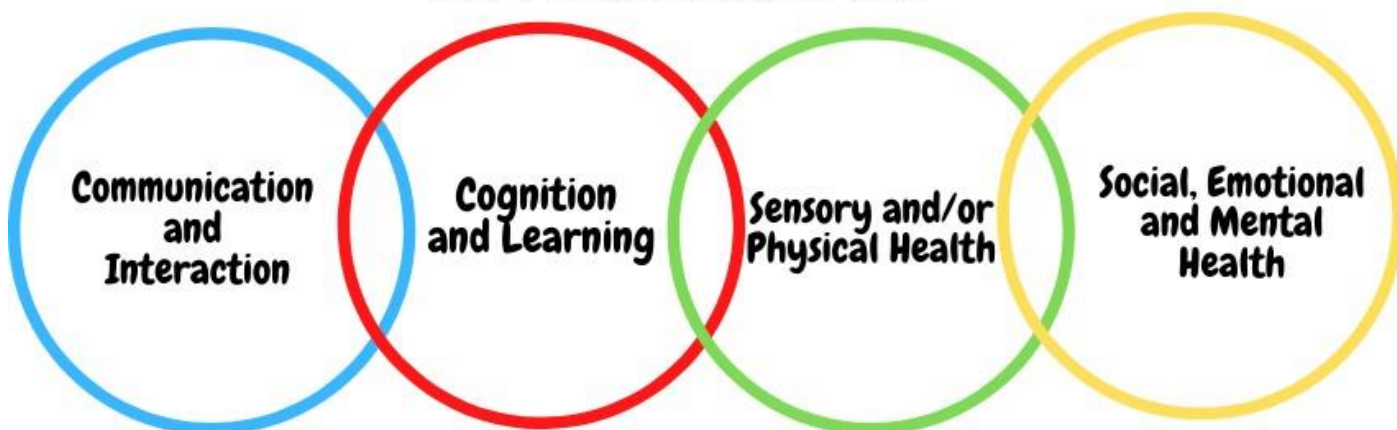
Additional adults support groups and individual children with the long-term goal of developing independent learning skills. The class teacher monitors this support to avoid students becoming over reliant on this. We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.

4. Review

- Progress of children with SEND is reviewed at least termly and this approach is done with parents, class teacher and SENCO when needed.
- Additional time is allocated to ensure that sufficient focus can be given both by staff and by yourselves to help support progress
- We are ably supported in our progress reviews by the Trust's Data Manager, who helps us with regular updates and the development of relevant areas for actions to address any highlighted issues
- You will be invited to parents' meetings twice a year to discuss your child's progress and receive a yearly written report. In addition, our SENCO holds termly reviews, to discuss the impact of the most recent strategies and provision and make further plans of what is to be put into place
- Wherever possible we involve the children in reviewing their own provision. Their experience of support, their personal motivators and individual learning style will be considered, along with your own views, to help refine the actions we take to support progress.
- If good progress is still not being made, despite all steps taken, we move to the next step of the graduated approach put forward within the 0-25 Special Educational Needs and Disability Code of Practice. If a pupil has an Educational Health Care Plan (EHCP), parents will be invited to an annual review of this working document.

How will the curriculum at our school be matched to my child's needs?

The 4 Broad Areas of SEN



SEN needs are classified under four broad areas of need. Below are the strategies, in class support and interventions that school may put in place to support your child.

Communication and Interaction

Strategies to support children with these needs include:

- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self-care, flexible thinking. E.g. 'Attention Autism' and LDA 'Intensive interactions'
- Flexible approaches to timetable
- Modifications to lunch and/or break times
- Enhanced access to additional aids and visual learning approaches
- Sensory feedback support e.g. fidget toys, wobble cushions, use of sensory circuits and sensory pod.
- Mentoring and/or buddy systems
- Use of visuals e.g.) PECS to support communication for all
- Staff experienced in support for the development of speech and language skills, under the guidance of the NHS Speech and Language Therapy Service
- The use of Social Stories to encourage positive behaviour and thinking for pupils with social and communication n needs.
- Support from Durham Local Authority communication and interaction team.

Cognition and Learning

Strategies to support children with these needs include:

- Developmental support for short- and long-term memory through a range of specific strategies.
- Increased, time-limited access to clearly focused small group support, managed by the Class Teacher
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible, age appropriate reading material, coloured overlays or coloured tracking guides etc..
- Phonic development programmes and catch-up interventions
- Enhanced access to IT and technical aids
- Adaptations to assessments to enable access e.g. readers, scribe, extra time allocation, where this reflects the child's usual way of working
- Reading buddies and peer support partners
- Year six booster classes led by teachers and teaching assistants
- Support from Durham Educational Psychology Service and cognition and learning team.

Sensory/Physical

Strategies to support children with these needs include:

- Physical aids to support access e.g., hearing aids, large print materials, writing slopes, weighted backpacks, caring cutlery
- Access to a specialist teacher/Learning Support Assistant qualified to support the learning of pupils who have a hearing impairment through outreach services
- Concrete apparatus available to support learning
- Enhanced levels of individual supervision within class and during unstructured times e.g. when using play equipment in the outdoor area
- Small step re-integration of children who have undergone surgery, evaluated in the light of past experience, linking closely with Paediatric Physiotherapy and Occupational Therapy staff
- Therapy programmes delivered in school, designed by NHS specialists e.g. daily physiotherapy, hydrotherapy etc..
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum
- Activities to improve gross and fine motor skills e.g. 'disco dough' in EYFS and 'Fizzy Hands'
- Enhanced level of supervision at playtimes and mealtimes
- Sensory circuits and timetabled sessions in the Sensory Pod and

Social, Emotional and Mental Health

Strategies to support children with these needs include:

- Access to time out/individual work area/rest breaks with increased adult support
- Access to support from our PSA and /or EWELL team
- Zones of Regulation approach
- Individualised rewards systems
- Early Help Assessments accessed via our PSA & SSWs, to secure multi-agency targeted support, as appropriate
- Personalised curriculum and timetable
- Additional opportunities to develop social and emotional aspects of learning
- Access to specially designed games for the support of turn-taking and cooperative behaviour skills
- Alternative arrangements for social times
- Access to opportunities provided by the Community Policing Outreach Programmes

What training is provided for staff supporting children with SEND?

- Staff are trained to different levels in positive restraint training to de-escalation techniques, to support pupils experiencing social, emotional and mental health needs.
- Staff members of staff are trained in First Aid, including focused Paediatric First Aid
- Staff who have received training for supporting children with epilepsy
- Staff have also trained in the use of Epi pens to support children
- Staff who have received training in Mental Health First Aid
- Staff have had Attention Autism, Intensive interactions, Zones of regulation from Durham County Council.
- Parenting programmes are provided in or facilitated by school.
- Staff training regarding selective mutism.
- Mrs Stewart the school SENCO provides in house SEND Training, support and guidance for staff.
- For the school year 2025/6 we are part of scheme with the local authority focusing on supporting neurodivergence in the classroom. This scheme comes with a wealth of training and advice from the communication and interaction team.

How do we support transition in our school?

Transition within classes/key stages:

- This often includes earlier or more frequent visits to the school, to familiarise your child and to reduce anxiety. Examples include pupils who have needs on the autistic spectrum and/or pupils who experience high levels of anxiety.
- Other children who can particularly benefit from these arrangements are those who have mobility difficulties or sensory impairment, who require mobility training to ensure safety and boost confidence.
- In-year transfers of pupils who have SEND also receive strong support.
- Information is passed to the new class teachers through SENDCO handover meetings. Individual targets/strategies for all SEND pupils will be discussed with new teachers
- Transition books are made for some children showing pictures of new classroom, key areas and teachers which are taken home over the six weeks holiday.
- Social stories are used to support children in their transition.

Transition to Secondary settings:

- Our Year 6 teacher, PSA and SENCO are all involved in helping to make the move to a new environment as smooth and positive as possible.
- Extra transition days targeted just for pupils with SEND.
- Staff from Secondary are invited to observe pupils in class and begin to build key relationships up.
- Summer school is provided in some Secondary settings over the summertime, most of our pupils attend this.
- For pupils with an EHCP, transition is a key focus and interim reviews of EHCPs are carried out in the Autumn term in order to assert parental views and wishes.

Where can I get further information about services for my child?

The Local Offer

The Local Offer includes what is available in the County Durham area for children and young people with special educational needs and disabilities (SEND) during their time in education.

It includes:

- sources of support, advice and information
- education, health and care provision
- arrangements for identifying and assessing children and young people with SEN
- how services can be accessed (including eligibility criteria) and how decisions are made
- arrangements for supporting children and young people move between school phases
- services to support young people in preparing for adulthood and independence
- Leisure activities
- arrangements for disagreement resolution, complaints, mediation and appealing to the SEN Tribunal
- information on the review and development of the Local Offer itself

For more information please follow the link below:

- Durham Local Offer can be found at <https://www.durham.gov.uk/article/3722/About-the-Local-Offer-inCounty-Durham>

What key school documents refer to support and provision for pupils with SEND?

- SEND Policy
- Admissions Policy
- Supporting Pupils with Medical Needs Policy
- Accessibility Plan

Accessibility

- With due regard to our admission policy, parental choice and accessibility of the school building all children with special educational needs who apply will be accepted by the school. Please see our admission policy. <https://stteresasdarlinton.bhcet.org.uk/policies/>
- Children who have EAL needs are supported by the Durham EAL team
- We have a changing room for additional personal care needs.
- We access and buy specialist equipment as recommended by professionals e.g. Occupational Therapists and Hearing Impairment.
- Staff who are arranging an offsite trip will discuss with parents and the SENCO any requirements needed and the suitability of any trip which the school is taking part in. We will then discuss any additional requirements that we will need to put into place to ensure that all children can take part.
- We support children on off-site visits and are flexible in our approach to residential visits. <https://www.gov.uk/guidance/equality-act-2010-guidance>
- At St. Mary's we are increasing the extent to which disabled pupils can participate in the school's curriculum by constantly improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of the education, benefits, the facilities and services provided and offered by the school.

Activities Outside of School

We always ensure every pupil has the opportunity to attend any after school clubs and opportunities of enrichment activities. Staff are always in attendance to support individuals and are aware of pupils needs.

What to do if you have a complaint, a compliment, or a query.

- Should you have any concerns about the support that your child is receiving, we hope that you will feel able to approach your child's Class Teacher or the SENCO to discuss this. They will be happy to meet with you and work together with you to help resolve any issues or concerns that you may have. Our SEN Governor can also be contacted separately through the email address: office@stmarysna.bhcet.org.uk
- We will also always be pleased to hear from you about any aspects of our provision that you feel are working particularly well.
- We will always try to arrange a meeting at the earliest possible opportunity.
- However, if there are still unresolved issues, you may wish to make a formal complaint according to the procedures set out in the Bishop Hogarth Trust's Complaints Policy. You can view this document at

[Policies | St Mary's Catholic Primary School, Durham \(bhcet.org.uk\)](#)