

# **St. Mary's Catholic Primary School**



## **SEND Information Report**

**Date report approved:** September 2024  
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## 1. The name and contact details of the Special Educational Needs and Disability (SEND) Co-ordinator

The SEND Co-ordinator in St Mary's Roman Catholic Primary School & Nursery is **Mrs Kate Taylor**. Her contact details are below:

St Mary's R.C. Primary School  
Hornchurch Drive  
Chorley  
PR7 2RJ  
Tel: 01257 262811  
Email: [ktaylor@chorleystmarys.lancs.sch.uk](mailto:ktaylor@chorleystmarys.lancs.sch.uk)

## 2. The kinds of special educational needs for which provision is made for in school

Currently school have provision in place to meet the needs of pupils in the following areas:

- **Autistic Spectrum Disorder (ASD)**
- **Social, emotional and mental health difficulties, including behaviour** (making friends, relating to adults or showing inappropriate behaviours in school)
- **Cognition and learning** – learning difficulties (in acquiring basic skills in school. This can be moderate or severe)
- **Specific Learning Difficulties** (with reading, writing, number work or understanding information etc...)
- **Communication and interaction**
- **Sensory or physical needs** (such as hearing impairment, visual impairment or physical difficulties that affect the child accessing the curriculum)
- **English as an additional language support**
- **Medical or Health Conditions** (a medical condition that affects the child's learning)

Often, a child's needs are varied and it is important to remember that he/she does not need to 'fit' into a single category. At St Mary's we have previously and are currently supporting children with Autistic Spectrum Disorder (ASD), dyslexia, dyscalculia, speech and language difficulties, hearing and visual impairments, social and emotional difficulties, Attention Deficit Hyperactive Disorder (ADHD) and physical developmental needs.

The School Leadership Team (SLT) meets annually to look at the needs of pupils in school and the level of support that is required to be put in place to meet those needs; this produces the school's **SEN provision map**.

The provision map is regularly reviewed throughout the year and adjusted in light of any changing need. It ensures that any needs that have been identified are being met.

### **3. Identification and assessment of pupils with special educational needs and/or disability**

#### **Identification of children with SEND**

- The school aims to identify additional needs as early as possible.
- There is good liaison between the pre-school settings and school and effective transition arrangements are in place including school attendance at transition meetings. This gives school an understanding of pupil needs as they enter school.
- When pupils are already in school, the school's assessment tracking systems including termly pupil progress meetings between teachers and head teacher allow for identification of pupil needs when they arise.
- Staff in the Nursery liaise with the SENDCO to provide early support within the EYFS setting for preschool children.
- Class teachers follow the 'Identification Chart' to help guide their work before bringing it to the attention of the SENDCO (Appendix A)
- Staff also use CPOMS to alert the SENDCO and senior leaders of new information regarding a child
  - Parents may also raise concerns or highlight needs.
- Outside agencies e.g. NHS agencies may inform school of pupil needs.
- Once concerns or needs become apparent, interventions are planned to address those needs.
- School will seek and act on expert advice from other professionals including specialist teachers and educational psychologists to identify needs.
- Effective transition arrangements are put in place if a child with SEND transfers to St Mary's from another school.

#### **Assessment of children with SEND**

- Children with SEND are assessed in the same way as all children at school: through teacher questioning, work in books and formal and informal assessments. This informs the teachers' planning for the child, ensuring it meets his/her needs and lets the child know what s/he needs to do to improve.
- Teachers complete an initial concern form highlighting where the child is having difficulties and meetings with parents are arranged from the outset.
- In addition the school makes use of specialist resources to assess progress of children with SEND. These include a range of diagnostic assessments as well as PIVATs which measure small steps in progress in the National Curriculum subjects.
- In EYFS the children are assessed using development matters and tracked using Tapestry
- In almost all cases children with SEND have Individual Education Plans (IEPs) with specific targets in relation to their learning. Progress against these targets are monitored continuously and reviewed half-termly by school staff, parents and children.
- Children with SEND also have a pupil profile that is updated annually. This highlights where the area of need is.

#### **Additional support in the classroom**

- Each class has additional adult support in the form of teaching assistants (TAs) who work alongside the teacher and children.
- Depending on specific need, each child with SEND has access to a TA to support them in their learning. This might take the form of one-to-one support; it might be in specific subject areas, or in small group work e.g. motor skills or social skills.

**Provision to facilitate access to the curriculum and to develop independent learning (including support from external agencies and equipment/facilities)**

- Individual Education Plans (IEPs)
- Visual timetables in all classes, *now and next* strategies and Social Stories.
- Individual or small group working opportunities.
- Access to specialist teacher input
- Access to educational psychologist (EP) input.
- Specialist health expert input including regular speech and language therapy support (SALT).
- Teachers and TAs are aware of the need to encourage pupils to become more and more independent in their learning.
- Behavioural, emotional and social support e.g. support from Golden Hill School or our school counsellor.

**SEN and disability and awareness training available to staff**

- The SENDCO regularly attends training and cascades this to the rest of the school staff.
- Different members of the school support staff access training opportunities depending on the needs of the children they work with e.g. *TalkBoost*, behaviour training or speech and language training.

**4. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans including:**

**a. How the school evaluates the effectiveness of its provision for such pupils**

- Provision provided for pupils with SEND is planned and delivered by teachers and teaching assistants across the school.
- Each intervention is recorded by the member of staff delivering it and they meet with the class teacher regularly to monitor the impact on the intervention. This is then fed into pupil progress meetings between the head teacher and the class teacher.
- Using Lancashire tracking and internal school tracking the SENDCO then evaluates the impact of the provision made, recommends next steps and implements the next cycle of learning for the particular child / groups of children involved.

**b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs and/or disability**

- There is an annual review meeting for each child with an Education, Health and Care (EHCP) Plan.
- At this meeting the progress the child has made against agreed targets over the last twelve months is reviewed. The quality of the provision is discussed and targets are agreed for the next twelve months.
- Contributions to this process are made by the child, the parents, educational professionals such as educational psychologists and specialist teachers, the class teacher and any teaching assistant supporting the child. The process is supported by the SENDCO and the head teacher.
- The child, parent, class teacher, teacher and SENDCO review and evaluate progress against these targets half-termly.

- During interventions – the children may be asked to comment on how they think they are getting on with specific targets and to give advice on what has helped them to learn best (age appropriate)
- Each child has an individual Education plan (IEP) that has targets for the half term for them to work towards. At the end of the half term the children are invited to review their progress and comment on their own learning. Parents are also invited to complete a review form every half term to express their views on how their child is progressing.

### **Arrangements in place for children with other SEN support needs**

- Children with SEND have individual education Plans (IEPs) which provide educational targets to support the child's progress in their learning.
- The child, parent, class teacher, teacher and SENDCO review and evaluate progress against these targets half-termly.
- Parents know their child best so school work very closely during the review stage of each IEP to ensure that the new targets are set in collaboration between all parties. Each term, parents are invited to meet with the class teacher and/or complete a review report on how they think their child is progressing and where they feel they have excelled and where further support is needed.

### **Assessing and evaluating the effectiveness of the provision made for children and young people with SEN and Disability**

- The SENDCO works alongside the assessment coordinator in tracking the progress of pupils with SEN and/or disabilities, noting any successes and areas for improvement in the school's provision.
- The SENDCO produces a report which informs the governors of the effectiveness of the provision and forms part of the school's self-evaluation.
- As part of the school's monitoring and evaluation schedule the SENDCO looks at work produced by pupils with SEND.

### **c. *The school's approach to teaching pupils with special educational needs and/or disability***

- Every teacher is a teacher of SEND at St Mary's and we have a very experienced team of staff who are able to differentiate appropriately and seek support where needed.
- Children with SEND are educated in the classroom with the rest of their peers and are withdrawn for small group or 1:1 support where necessary.
- Work is differentiated to meet the needs of each individual child across all areas of the curriculum so that each child can access the learning in their own way.
- Some children require extra guidance on organisation so that they are ready to learn. Each class teacher will provide resources to support these children so that they can manage independent learning in the best possible way e.g. providing individual pictorial timetable, now and next cards, individual instructions, pre-teaching, sensory boxes, own equipment stations, etc...
- IEPs are used to provide specific, measurable targets that are achievable with a 6 week time frame. These are discussed with the child who inputs onto the documents before signing. These targets are addressed during 1:1 time or small group work (depending on the target) at specific times during the week.

**d. *How the school adapts the curriculum and learning environment for pupils with special educational needs***

**Accessibility of the school environment**

- The front entrance and EYFS class entrances allow full wheelchair accessibility.
- The school is arranged on one level so that all parts of the school are fully accessible to wheelchair users.
- There is one clearly marked, dedicated accessible parking space in the staff car park.
- There is one designated accessible toilet near the school's front entrance.
- The school's accessibility plan identifies ways in which accessibility can be improved.
- Any building improvement work meets the requirements of the current Disability Discrimination Act and current Building Regulations.

**Accessibility of school information**

- There is a weekly newsletter which is accessible on the school website. It is emailed to parents and a hard copy is provided to those who express a preference for it.
- School policies are available on request at the school office. Many school policies are published updated on the school website.
- There are display noticeboards at both the Hornchurch Drive and Walgarth Road entrances.
- One of the schools key aims as outlined in its mission statement is to provide a welcoming environment.
- Where there are families whose first language is not English, every effort is made to establish good levels of communication and support. Support from external agencies is sought when and where required.
- Where there are families with additional needs, every effort is made to establish good levels of communication and support. Support from external agencies is sought when and where required, e.g., through Lancashire County Council's *Inclusion and Disability Support Services and Chorley Best Start*.

**Accessibility of school provision**

- Learning resources are clearly labelled and often with pictures in the younger classes and easily accessible to children and adults across school.
- Resources are appropriate to the age and development of the children across school.
- There are height adjustable chairs in the ICT suite and a height adjustable desk so that all children can access the equipment.
- Where a child needs specialist equipment school work with Occupational Therapy to ensure that specialised chairs or tables are safe, fit for purpose and meeting the child's needs.
- The school always aims to provide appropriate resources for the identified needs of pupils. For example:
  - use of cream coloured paper and coloured overlays to reduce visual stress
  - large keyboards or joysticks for ICT
  - Any resources identified by specialist teachers.

**e. *Additional support for learning that is available to pupils with special educational needs and/or disability***

- The school ensures that every child is given fair and reasonable access and support in tests. Below is a list of some of the adjustments that can be made:
  - Additional time for children with EHC plans.
  - Use of a scribe for children with difficulties writing.
  - Use of quiet rooms away from the main body of the class.
  - Use of a reader.
  - Rest breaks.

**f. *Support that is available for improving the emotional and social development of pupils with special educational needs***

- School have links with Golden Hill who it liaises with for additional behavioural support when needed.
- School have access to a child's counsellor who visits school regularly to see children on a 1:1 basis where needed.

**5. Information about the expertise and training of staff in relation to children and young people with special educational needs and/or disability and about how specialist expertise will be secured**

**Staff specialisms/expertise in SEN and disability**

- The SENDCO (Special Needs and Disability Coordinator) is highly trained and continues to ensure her skills, knowledge and understanding are up-to-date and meet the needs of the learners in our school.
- The school has Teaching Assistants (TAs) with increasing expertise in providing :
  - speech and language support.
  - support for a range of needs of pupils with Autistic Spectrum Disorder
  - behavioural, social and emotional support
  - motor skills support
  - social skills support

**Ongoing support and development in place for staff supporting children with SEND**

- The SENDCO provides support and training for staff supporting children with SEND.
- Specific training opportunities are made available for TAs supporting children with specific needs.

**6. Information about how equipment and facilities to support children and young people with special educational needs and/or disability will be secured**

- The front entrance and EYFS class entrances allow full wheelchair accessibility.
- The school is arranged on one level so that all parts of the school are fully accessible to wheelchair users.
- There is one clearly marked, dedicated accessible parking space in the staff car park.
- There is one designated accessible toilet near the school's front entrance.
- The school's accessibility plan identifies ways in which accessibility can be improved.
- Any building improvement work meets the requirements of the current Disability Discrimination Act and current Building Regulations.



- There is a weekly newsletter which is accessible on the school website. It is emailed to parents and a hard copy is provided to those who express a preference for it.
- School policies are available on request at the school office. Many school policies are published and updated on the school website.
- There are display noticeboards at both the Hornchurch Drive and Walgarth Road entrances.
- One of the school's key aims as outlined in its mission statement is to provide a welcoming environment. Where there are families whose first language is not English, every effort is made to establish good levels of communication and support. Support from external agencies is sought when and where required.
- Where there are families with additional needs every effort is made to establish good levels of communication and support. Support from external agencies is sought when and where required for example through Lancashire County Council's *Inclusion and Disability Support Services* and *Chorley Best Start*.
- Learning resources are clearly labelled and often with pictures in the younger classes and easily accessible to children and adults across school.
- Resources are appropriate to the age and development of the children across school.
- There are height adjustable chairs in the ICT suite and a height adjustable desk so that all children can access the equipment.
- The school always aims to provide appropriate resources for the identified needs of pupils. For example:
  - *Signalong* to aid communication
  - use of cream coloured paper and coloured overlays to reduce visual stress
  - large keyboards or joysticks for ICT
- Any resources identified by specialist teachers.

#### **Handover arrangements – start of the school day (from 08.45 – 08.50)**

- Children in Nursery, Reception, Year 1 and Year 2 are brought to their classrooms from 08.45 until 8.50.
- Children in Years 3, 4, 5 and 6 may enter the school building via their classroom door from 08.45 until 08.50. If the child arrives later 08.50 they must be signed in at the front entrance.
- The Breakfast Club accepts children from 07.30 until 08.45. They are signed in by the responsible adult and at the end of the session at 08.45, the children go straight to their classrooms.
- There may be separate handover arrangements in place for children with SEND as and when required.

#### **Handover arrangements – end of the school day (from 15.15)**

- Before the school year begins, parents inform the school of named adults who are allowed to collect their child before their child starts the Nursery or Reception class.
- Children in Nursery, Reception, Year 1 and Year 2 are collected from the classroom door by the adult(s) allowed to collect them.
- Those children in the After School Club are collected by staff from the After School Club. The responsible adult collects the child from After School Club and signs to say that they have collected.
- Children in lower KS2: Y3 and Y4 are collected from the classroom door by the adult(s) allowed to collect them.

- Children in Y5 and Y6 are collected from the classroom door by the adult(s) allowed to collect them and some parents of the older children agree to let their children make their own way home in readiness for secondary school.
- There may be separate handover arrangements in place for children with SEND as and when required.
- If the person due to collect is late then the child will remain with a member of staff from school.

**Do you have parking areas for pick up and drop offs?**

- The school does not provide parking for pick up and drop offs.
- By arrangement with the Head teacher, parents, who have a disability themselves or if their child has SEN or disability, may use the dedicated disabled parking space.

**What arrangements will be made to supervise a child during breaks and lunchtimes?**

- Breaks and lunchtimes are supervised by members of staff.
- Pupils with SEND may have one- to-one support where this has been identified as necessary to assist a child e.g. with social interaction skills or supervising safe eating.
- There is a suitable ratio of adults: children, supervising break and lunchtimes depending on the need of those children.

**Ensuring a child stays safe outside the classroom? (e.g. during PE lessons, school trips)**

- Ensuring children’s safety is a main school priority. Therefore activities such as school trips are risk assessed and the SEN needs of children are taken into account when planning for adult participation on a trip.
- The SEND provision mapping exercise takes account of staffing requirements in lessons such as PE.

**7. The arrangements for consulting parents of children with special educational needs and/or disability about, and involving such parents in, the education of their child.**

**How do parents know “who’s who?” Who can they contact if they have concerns about their child/young person?**

- The school website and prospectus gives details about staff and governors. Refer to the ‘Special Needs’ tab for very detailed information about SEND at St Mary’s.
- Parents are welcome to meet with the head teacher at any time by appointment.
- Staff in EYFS (Nursery & Reception) holds a meet the teacher in the summer term before their child starts the setting in the September.
- The SENDCO has very good links with the parents of children with SEND and is available to discuss concerns by appointment. This can be done via email, telephone, dojo, zoom or teams.

**How do parents communicate with key staff**

- For lengthier or more detailed conversations the school recommends making an appointment to see key members of staff.
- There is a limited ‘Open Door’ policy for shorter conversations as long as this does not negatively impact on either the safety or the learning of the children.

- In some instances teachers can arrange to organise a home/ school diary.
- The school is contactable by email.
- Parents can also communicate with staff via class dojo.

### **How are parents updated with their child/young person's progress?**

- There are parents' evenings in the autumn and spring terms.
- There is a written report at the end of the summer term which the parents are invited to discuss if they so wish.
- For children with SEND there are regular opportunities for parents to meet the class teacher and/ or SENDCO to discuss the child's progress against his/ her educational targets. These meetings take place each term as well as a parental feedback form that can be completed in addition to / instead of the meeting.
- The SENDCO will provide written updates on appointments with outside agencies to inform parents of when they are coming to see their child. This will then be followed up by a written letter, telephone conversation or face-to-face meeting to discuss the outcome of particular visits.

### **Open Day**

- There is an annual 'Open Day' in the autumn term. Parents are invited to come either during a morning, afternoon or evening session. The head teacher talks to the parents about the school. In the daytime this is followed by a tour of the school to see the school in action; with children and adults engaged in learning. In the evening Year 6 pupils give parents a tour and are able to answer parents' questions from a pupil's perspective. All staff attend this to support the school.
- At any point in the school year prospective parents may contact the school to come in and discuss the school's provision and are welcome to take a tour.
- During the course of the school year there are opportunities for parents to come into school for sessions such as internet safety and reading workshops.

### **How can parents give feedback to the school?**

- There's an annual parental questionnaire distributed in the autumn term provided by the local authority.
- Termly feedback forms sent out when IEPs are being reviewed and updated.
- OFSTED Parent View

### **What opportunities are there for parents to get involved in the life of the school or become school governors?**

- Parents Teachers and Friends Association (PTFA). Parents are encouraged to be as active as they like in arranging social and fundraising events for the benefit of the school and the children.
- Parents/ carers and grandparents are welcomed and encouraged to volunteer in the daily life of the school. Following safeguarding checks (DBS) parents can help in class by hearing readers in class, supporting learners, attending educational visits and in many other ways.
- Parents can attend class assemblies and stay behind for refreshments.
- Parents can attend school Masses throughout the year.
- During the course of the school year there are opportunities for parents to come into school for sessions such as internet safety and reading workshops.
- The governing body of the school has parent governors who are elected on a regular basis.

### **Help with completing forms and paperwork**

- The SENDCO establishes very good relationships with families of children with SEND and as part of the school offer will assist in completing forms and paperwork. If the SENDCO cannot help than the School Business Manager will be able to.

### **What information, advice and guidance can parents access through the school?**

- The SEND tab on the school website is an excellent source of information, guidance and support for parents; it signposts other services such as the *Parent Partnership Service in Lancashire* who work specifically to support parents and carers of children with SEND.
- The SENDCO is able to advise parents where to ask for further support.
- At the school's front entrance there is a display with information leaflets for parents.
- The school has very good links with outside agencies and signposts to parents where information, advice and guidance can be obtained.

### **How does the school help parents with travel plans to get their child to and from school?**

- If there are difficulties for parents in their travel plans, the school would take advice from the Lancashire Pupil Access team.
- The school operates a Breakfast Club and an After School Club which may assist travel arrangements.

## **8. The arrangements for consulting young people with special educational needs about, and involving them in, their education**

- School council
- Pupil Parliament
- House representative elections
- Pupil attitude questionnaire
- Termly IEP review meetings when new targets are set – all children are involved in writing a new IEP – these can be updated throughout the term and the child can celebrate their achievements.

## **9. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and/or disability and in supporting the families of such pupils**

- The school has a nominated SEND governor who liaises closely with the SENDCO and head teacher and reports regularly to the full governing body of the school. In St Mary's School the SEND governor is **Mrs Anne St John**.
- The governors fulfil their statutory duty in holding the head teacher to account in ensuring that pupils with SEND and their families are supported by the involvement of other agencies.

### **Safe keeping and administration of medication**

- There is a Medicines Policy as part of the school's suite of health and safety policies.
- Key staff receive training in safe keeping and administration of medicines.

- Parents are asked in most instances and where possible to administer medicines to their child. If this is not possible then a named member of staff can do this with agreement of the parent/carer e.g. when an anti-biotic needs to be administered four times a day. Medicines administered by school staff are kept securely.
- Medicines must be clearly labelled with its name and the dosage required.
- A record should be kept by school of medicine administered by a member of the school staff.

### **Care plans**

- A number of children require care plans. These are held centrally and available to view by all staff.
- Staff who work most closely with the children make themselves familiar with the contents of the plan and access training if necessary.
- All staff are informed if there is a care plan in place and what it means for the child and the adults in school.
- From time to time staff receive training in meeting the needs of a particular care plan for example, diabetes or epilepsy training.
- Episode Plans are put in place for children requiring support from Speech and Language Therapy (SALT) which are updated by the Speech and Language Therapist. School work with the Speech team to meet the objectives set.

### **Medical emergency**

- The teaching staff and key members of the support staff receive regular (every 3 years) first aid training and know what to do to respond in an emergency.
- Staff in the EYFS receive regular (every 3 years) paediatric first aid training.

### **Staff trained/qualified to deal with a child's particular needs**

- Staff are trained to meet the needs of particular children e.g. diabetes, epilepsy.

### **Which health or therapy services can children access on school premises?**

- The school has access to a pupil counsellor who visits the school on a regular basis.
- There are good links with the school nurse service.
- Height, weight, sight and hearing tests are carried out in school at certain points in the child's career at school.
- Speech and language support

## **10. Extra-Curricular Activities**

### **Before and after school childcare**

- There is a well-established and well-thought of Breakfast Club and After School Club run by experienced and well-trained staff.
- The Breakfast Club runs from 07.30am to 8.45am. The children are provided with a range of activities and a healthy breakfast which they are encouraged to prepare for themselves.
- The After School Club runs from 3.15pm until 5.45pm. The children enjoy a wide range of activities both indoor and outdoor (outdoor After School Club only) and learn new skills e.g. riding a bike.

### **Lunchtime or after school activities**

- There is a wide range of both lunchtime and after school activities for all age groups. Many of these are run by school staff in their own time and are free of charge for the children. Some are provided by the Chorley Schools Sports Partnership which the school buys into and again are free of charge.
- There are a small number of activities which are provided by outside providers such as music lessons, judo, fencing and Spanish club for which there are fees.

### **How do you make sure clubs and activities are inclusive?**

- Although some clubs are only open to specific age ranges, all children are welcome to attend regardless of need or ability. All possible adjustments are made to ensure all activities are inclusive.

### **Helping children to make friends**

- Above all, the Catholic ethos of the school encourages friendship, as St Mary's aims to maintain a 'welcoming community' and promotes a 'happy Christian family.'
- Teachers teach children about making friends through work in personal, social, health and citizenship education PSHE and through social and emotional aspects of learning SEAL. These subjects specifically teach skills relating to the making and sustaining of friendships.
- Pupils including those with SEND who need help in establishing friendships are given support by staff through strategies such as social stories.
- Year 5 and Y6 help lead play activities for children in the infants each day during lunchtimes.
- Year 6 children are partnered up as buddies for the children in Reception.

### **11. The school's arrangements for supporting pupils with special educational needs and/or disability in transferring between phases of education or in preparing for adulthood and independent living**

- At various times pupils at St Mary's have the opportunity to visit Holy Cross School. These visits become more frequent as the summer term progresses and as many visits are made available depending on the need of the child.
- Parents of children with SEND are encouraged to visit potential schools e.g. high schools and special schools before completing their secondary school applications.
- The SENDCO at St Mary's can guide parents by informing Parent Partnership who endeavour to assist with parental requests as and when needed.
- There are transition meetings held in school to plan for pupils with SEND moving on to their new schools. These take place with the SENDCO, year 6 teacher, head of year 7, form tutor and the SENDCO from the secondary school.
- There is good and well established liaison between St Mary's and the SENDCOs at the receiving schools.
- There is an excellent 'Get Set' transition programme during the summer term for some pupils including those with SEND at Holy Cross Catholic High School; this is where the majority of St Mary's pupils continue their education.

## **12. Information on where the St Mary's Catholic Primary School's local offer is published.**

The Local Offer for St Mary's R.C. Primary School can be found on the school website:

[www.chorleystmarys.lancs.sch.uk](http://www.chorleystmarys.lancs.sch.uk).

- From the main page click ->
- Our School ->
- Special Educational Needs and Disabilities (SEND) ->
- St Mary's Local Offer listed in the sub menu
- The URL for the direct link to the offer is:

[http://www.chorleystmarys.lancs.sch.uk/index.php?category\\_id=256](http://www.chorleystmarys.lancs.sch.uk/index.php?category_id=256)

## **13. Information on where the local authority's (Lancashire County Council) local offer is published.**

Lancashire County Council produces its own local offer which brings together information for children and young people with special educational needs and disabilities and their families in the local authority area.

The local offer produced by Lancashire County Council can be found at:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needsand-disabilities.aspx>



***'With Christ, we live, love, learn and grow'***

## Appendix A

### SEN Flowchart for identifying a child with Special Educational Needs

This chart is to be followed by any member of staff who feels that a child in their class is not making adequate progress in any area of the curriculum. SENDCO to be informed flowchart is being followed and is to be updated if any outcomes from meetings that signify an urgent response. Any test results that come back from the parent are to be given to the SENDCO so that a prompt response can be made.

