

SS Mary and Michael Catholic Primary School

SEND Information Report 2025

Inclusion and Mission statement

SS Mary and Michael is a mainstream Voluntary Aided Catholic Primary School. All children are welcome regardless of background, faith or individual needs.

We believe that we are all unique and can reach our full potential in the loving family of SS Mary and Michael Catholic Primary School. Walking with Jesus, caring for each other, we learn together in the warmth of our school home.

Identification, assessment and support of pupils with special educational needs

We value quality first teaching for all and actively monitor teaching and learning in school. Early identification, through regular and ongoing assessment and observation is vital and allows for individual needs to be met in the classroom. Outside agencies can help advise on the provision of intervention strategies. Support staff are well qualified in implementing intervention strategies and staffing is often flexible in delivering such programmes throughout the school.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practice, ensuring every individual need is met and each child can reach their full potential.

The SENDCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Children can be screened for specific learning difficulties by inclusion teachers from IDSS and other outside specialists on a private basis.

In the case of children with medical needs specialist support, equipment and training is provided by the school nurse team as appropriate.

Staff have received first aid, EpiPen and diabetes training. TAs access training as required and advice sought to support children when necessary. TAs have the experience of supporting children with a range of difficulties from moderate and specific learning difficulties to those with emotional behavioural difficulties. In the past staff have supported, both on a 1:1 and in small group situations those children with Autism and Aspergers, Down's Syndrome and Pupils' with SEMH.

When sitting examinations children with SEND can be supported 1 to 1, have timed breaks, be given specific prompts, be granted additional time, sit exams in a quiet setting in a small group to aid concentration. They may also have their papers transcribed or scribed for them.

The SEND provision map records the type of intervention a pupil is receiving on an individual or small group basis, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. Our assessment tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEND.

The School profile September 2025 shows 27% SEND in school.

Evaluation of effectiveness of provision for pupils with special educational needs

Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review. Pupil Plans are produced termly but are an ongoing, working document. The school operates an 'Open Door' policy with regards to any concerns a parent may have.

Pupil progress is monitored throughout the school and Pupils with SEND are monitored individually, allowing for pupils needs to be met through customised plans and provision mapping.

Children with individual or specific needs are well supported and monitored to ensure that that make progress and reach their full potential.

Communication with parents and carers

A parents' evening appointment will be offered to all parents around October half term. This will be very much a 'settling in' discussion and a chance to meet the new class teacher.

A second parents' evening is offered in January. This will be a discussion around pupil attainment.

End of academic year reports will be issued in July with an opportunity for parental feedback in the usual way by means of a returnable reply slip.

The website contains details of all staff currently employed by the school. An annual parent questionnaire is also provided for parents to record their views and suggestions. Regular Open Days, curriculum information letters, 5 minute updates and curriculum information sessions allow for parents and carers to be regularly updated about life at school.

Pupil and Parental Voice

There is School Council and a School Eco-Team for pupils to contribute their own views. Pupil and parent suggestion boxes are available along with an annual pupil and parental questionnaire. Parents can have their say about their child through Class Dojo, Questionnaires, Parent Evenings, Annual Reviews, Pupil Plan reviews (if they express a wish to do so). Elections to the Governing Body are held in the event a vacancy arises. The school operates an 'Open door' policy allowing regular opportunities for parents to speak with school staff.

Other channels such as the 'home/school/parish agreement', school association meetings, use of parent volunteers, parish programmes, and newsletters see quality interaction of parents and carers with the staff in school. A foundation governor has responsibility for SEND and liaises with key staff in school in ensuring children with needs have individual plans and needs that are met.

Extra curricular activities

St Mary and St Michael Catholic Primary provide in-house wrap around care with daily Breakfast Club and After School club, available for all pupils. There are opportunities for pupils to take part in weekly music lessons, with a peripatetic music teacher, in a range of instruments. A range of sports activities are available throughout the year which are free. In addition, pupils can take part in school football club, netball, choir, craft and art and gardening club all free of charge. All extra-curricular activities are open to and attended by all children, regardless of gender or ability.

The clubs are available to all pupils. At times a specific designated age range is assigned to an activity ensuring all pupils have access to a range of activities across the year. Year six children help reception children to help new pupils settle into normal school routines.

Emotional health and wellbeing

The administering of medicines during school hours is the responsibility of the parents. We have a medicines policy and from which parents need to complete if the child requires administration of medicine throughout the day. This is only for medicine which cannot be administered eg antibiotics which need 4 daily doses.

Care plans are written on an individual needs basis and assessed case by case. Care plans are passed on to the relevant Class Teacher and support staff members and the master copy is kept in SEND records. All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency. In addition, Diabetes and EpiPen training has been provided by the School Nurse with other health and therapy experts.

Keeping children safe

The Head Teacher carries out Risk Assessments where necessary. This would apply to school visits, extra curricular activities, PE and games activities and any classroom based activities that require the assessment to be made.

There are parking areas by the school for pick up and drop off points. Managed handover of pupils to staff in school can be facilitated if required.

3 members of staff supervise each break in addition to welfare support staff who supervise children in the play areas at playtimes and lunch times. TA support is available on the school playground for those who may require such.

Support is available in every class but some classes have additional adult support if required.

Parents can access all policy documentation on the school website or ask for hard copies from the school office; including the SEND and inclusion policy, behaviour management, assessment and equality.

Accessibility

All individual needs, whatever they are, are catered for and can be accommodated. Whilst an old building, school is accessible by those within wheelchairs through both the main entrance and the rear playground door. School is on one level with the exception of a floor height change of three steps outside the main office. To allow full access to all areas within school there is a removable ramp stored in the stockroom just by the main school office. This can be installed/removed very quickly as and when necessary. The three steps include fully installed hand rails. There is a disabled parking space close to the front entrance to school. There is also disabled toilet and shower facilities on site.

Furniture and resources are age appropriate and suitable for purpose.

Information is accessible for all via the school website, Class Dojo, newsletters (electronic and hard copy), noticeboards and on display in and around school. All information can be accessed in what ever form is required at time of need; including Braille, audio translation and other languages.

ICT is used to meet the needs of our pupils and computer programmes, Ipads and netbook software are available to support pupils with individual needs; including headphones, interactive whiteboards, standalone pcs, iPads and word processing interpreters. Specialist equipment can be sourced as required and visual resources, signs and labels used in regular practice.

Support for families

The Class Teacher, SENCO or Head Teacher can offer help with forms if this is required. Parents are encouraged to approach school should the need arise is reinforced at several times through the school year. Parents are treated personally with confidentiality observed at all times.

There are notice boards which contain additional information of upcoming events or general useful information.

The school has held an E-Safety Workshop for parents and pupils to attend.

Travel assistance, advice and support are offered as and when necessary.

Transition

Transition visits, taster sessions, liaison with secondary school staff and year six transition units of work all assist in ensuring a smooth transition from our school to secondary education. All transition strategies are supported by teaching assistants as and when is necessary and favourable.

Contact

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Local Authority Core offer for SEND

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer.aspx>